DOCUMENT RESUME

ED 232 049 CE 036 570

TITLE	Montana Vocational Home Economics Curriculum...Flow Charts and Learner Outcomes. Revised.
INSTITUTION	Montana State Univ., Bozeman.
SPONS AGENCY	Montana State Office of the Superintendent of Public Instruction, Helena.
PUB DATE	Jun 80
NOTE	123p.; Not available in paper copy due to colored paper.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Behavioral Objectives; Birth; Child Development; Clothing Instruction; Competence; Competency Based Education; Consumer Education; *Course Content; *Course Objectives; Food; Foods Instruction; High Schools; *Home Economics; Home Furnishings; Housing; Individual Development; Junior High Schools; Middle Schools; Nutrition; Nutrition Instruction; *Occupational Home Economics; Parenthood Education; Sewing Instruction; Sexuality; State Curriculum Guides; Textiles Instruction
IDENTIFIERS	*Montana

ABSTRACT

This publication was designed to assist home economics teachers, school administrators, guidance counselors, and community and parent advisory groups in Montana to plan vocational home economics programs. Information included in the publication is intended to define concepts and to provide suggested learner outcomes appropriate for home economics educational programs at middle, junior high, and secondary school levels. The guide contains learner outcomes for five subject areas: clothing and textiles, consumer education, foods and nutrition, housing and home furnishings, and human development. For each subject area, learner outcomes are listed for courses on three levels. Flow charts for each subject area show the interrelationships between the various outcomes. The outcome guides were developed by Montana home economics teachers during several workshops. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Center's PI number MT 80 13305
Montana Project number 80-5703-05-23-99-0023

ED232049

Montana Vocational Home Economics Curriculum

Housing & Home Furnishings

Human Development

Consumer Education

Clothing & Textiles

Foods & Nutrition

Flow Charts and Learner Outcomes

CG036570

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
G. Christiaasen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The project reported herein was performed pursuant to a grant from the Office of Public Instruction, Helena, Montana, through funds provided by the Office of Education, United States Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Public Instruction position or policy.

The Office of Public Instruction and Montana State University do not discriminate on admission, access to or conduct of its educational programs and activities, nor on its employment policies, on the basis of race, sex, national origin, age, marital status or handicap.

WORKSHOP PARTICIPANTS

Oleta Aldridge	Stanfield School 925 N. Morrison Casa Grande, Arizona 85222
*Suzanne Bohleen	Wilsall High School Box 131 Wilsall, Montana 59086
Honore Bray	Garfield County High School Box 297 Jordan, Montana 59337
Phyllis Dennee	124 Hitching Post Road Bozeman, Montana 59715
*Nancy Grube	School District #69 West Yellowstone, Montana 59758
*Jane Haugen	Park High School 215 So. H Street Livingston, Montana 59047
*Marlene Jacobsen	West Junior High School 1201 1st Ave. N.W. Great Falls, Montana 59404
Julie Kerr	Hardin Middle School P.O. Box 369 Crow Agency, Montana 59022
Charla Lethert	Columbus High School Columbus, Montana 59019
Nancy Linnell	North Toole County High School Box 467 Sunburst, Montana 59482
*Linda McGregor	Twin Bridges High School Twin Bridges, Montana 59754
*Vickie Miller	Bozeman Junior High School 309 No. 11th Bozeman, Montana 59715
*Mary Jon Moeller	C. M. Russell High School 228 17th Ave. N.W. Great Falls, Montana 59404

Pam Parsons	Cascade High School Box 307 Cascade, Montana 59421
Denise Schoer	Stevensville High School Stevensville, Montana 59870
Priscilla Sheldon	Jefferson High School Box 175 Boulder, Montana 59632
Karin Teeters	Wibaux High School Wibaux, Montana 59353
*Cheryl Weinheimer	Simms High School Simms, Montana 59477

*Attended the 1978 and 1980 Workshop Sessions.

WORKSHOP CONSULTANTS

Dr. LeRoy Casagranda - Department of Secondary Education and Foundations, Montana State University, Bozeman, Montana 59717

Dr. Kathryn Davison - Department of Home Economics, Montana State University.

Ms. Vanetta Lewis - Home Economics Department, University of Montana, Missoula, Montana, 59812

Ms. Mary Elizabeth McAulay - Consultant Home Economics, Office of Public Instruction, Capitol, Helena, Montana 59601

Dr. Angelina Parsons - Department of Home Economics, Montana State University

SCOPE AND SEQUENCE

FOR

VOCATIONAL HOME ECONOMICS EDUCATION

IN

MONTANA

This publication was designed to assist Home Economics teachers as well as school administrators, guidance counselors, community and parent advisory groups in planning Vocational Home Economics programs.

Information included in the publication is intended to define concepts and to provide suggested learner outcomes appropriate for a Home Economics Education Program at middle, junior high, and secondary school levels. Persons using this guide are encouraged to select, adapt and adjust the concepts to meet the needs of individual programs. The topics in the areas are not listed in an order of priority but in a logical sequence.

The scope and sequence was first developed by a group of Montana Home Economics teachers at Montana State University in 1978. In June, 1980 at a curriculum workshop, a revision was developed and learner outcomes were included. Both workshops were held at Montana State University and were funded under Vocational Education Section 135, Public Law 94-482, 1976.

CLOTHING AND TEXTILES

Preface

The flow chart and learner outcomes for the Clothing and Textile section were organized for three ability levels. The skills and learnings for each level were designed for these suggested projects:

Level I

non-clothing project, i.e., sew pillows, tote bags, chef's aprons, and bike bags.

Level II

simple garments such as sports clothing, simple shirts, vests, jogging suits, simple dress or jumper, simple skirt, etc.

Level III

two or more garments such as pants, tailored shirts, simple jackets, or a two-piece outfit using knits, wovens and/or specialty fabrics.

Advanced Tailoring

dress with tailored jacket, tailored suit, lined blazer, coat.

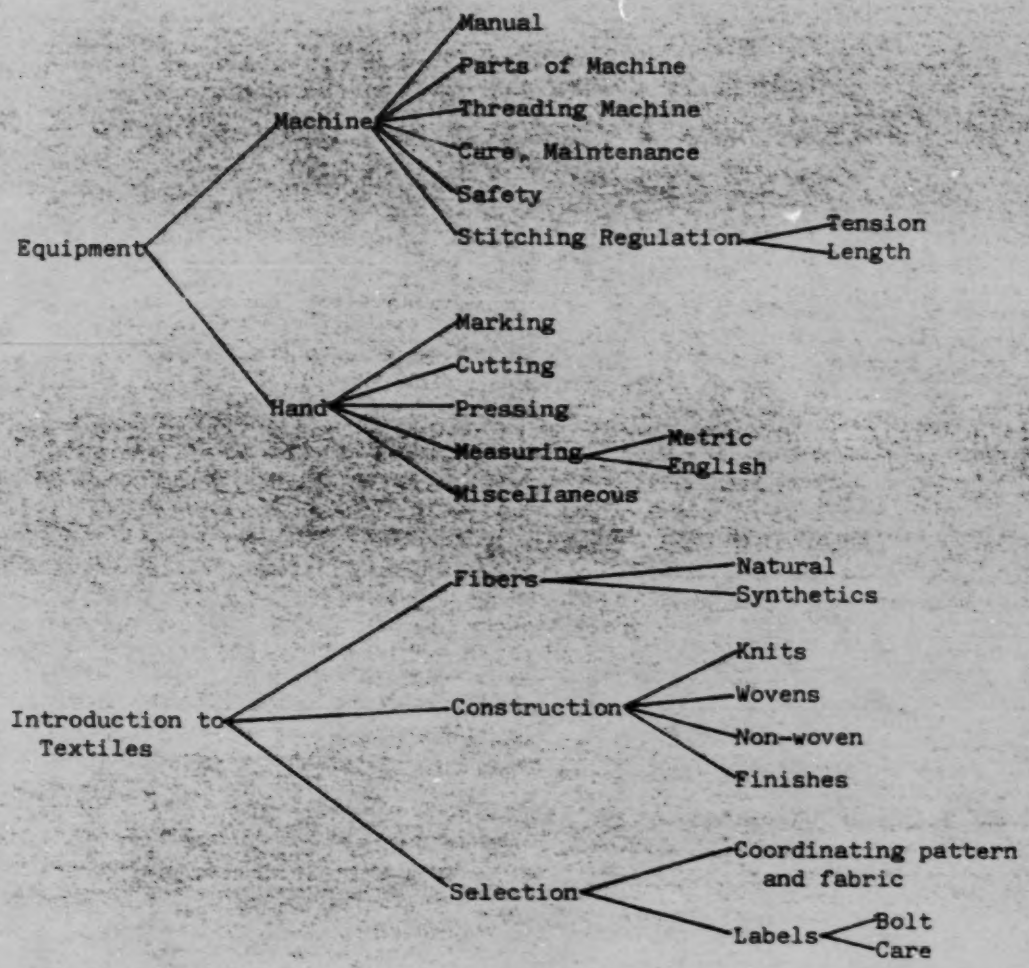
Flexible Options for Mini-Courses, Units or Semester Courses

sewing for profit, outdoor gear kits, sewing for the home, sewing for others.

The content and emphasis in each level may be varied according to the time available, the students' abilities, and entrance level.

Project at each level may be supplemented by having the students construct samples.

CLOTHING AND TEXTILES - LEVEL I



Upon completion of Level I, the student should be able to:

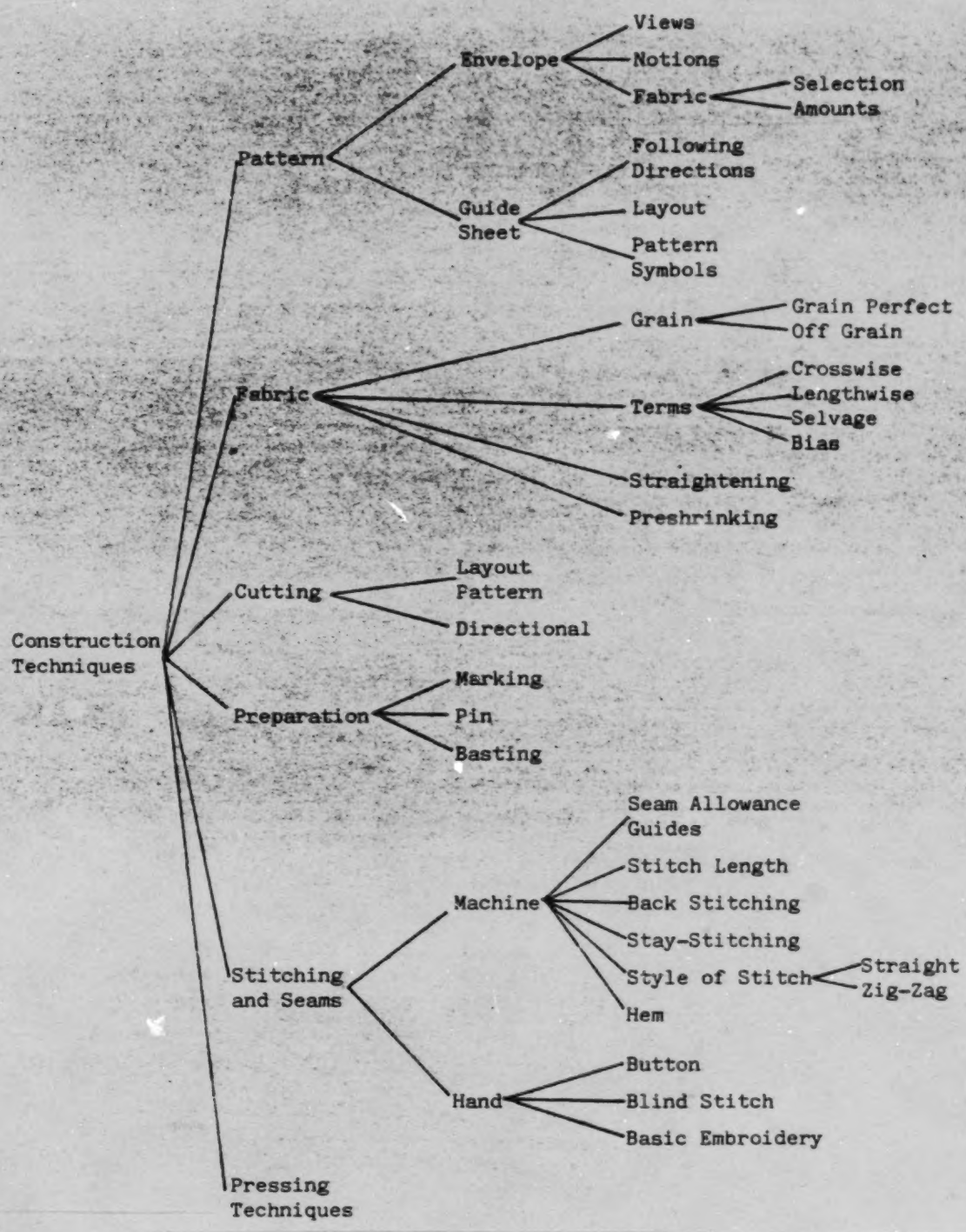
Equipment

1. Know there is a manual available for each machine.
2. Use manual to answer questions.
3. Identify the parts of the machine and their functions.
4. Prepare the machine for use and store it properly.
5. Thread the machine.
6. Trouble shoot against checklist; threading, bobbins, presser foot, plugged, hand wheel, feed dog, light bulb, needle.
7. List the steps in cleaning the machine.
8. Be aware of the importance of safety when operating the machine.
9. Distinguish between even and uneven tension.
10. Recognize possible causes of uneven stitches.
11. Adjust the stitch length and style stitch.
12. Identify metric and English tools for measuring, cutting, marking, and hand sewing, and their functions.

Introduction to Textiles

13. Distinguish characteristics among natural and synthetic fibers by their source.
14. Label fibers as natural or synthetic.
15. Distinguish among the characteristics of knits, wovens, non-wovens and finishes.
16. Identify construction of one's fabric sample.
17. Select and coordinate fabric and pattern suitable for project.
18. List the information found on the care label and/or bolt end.

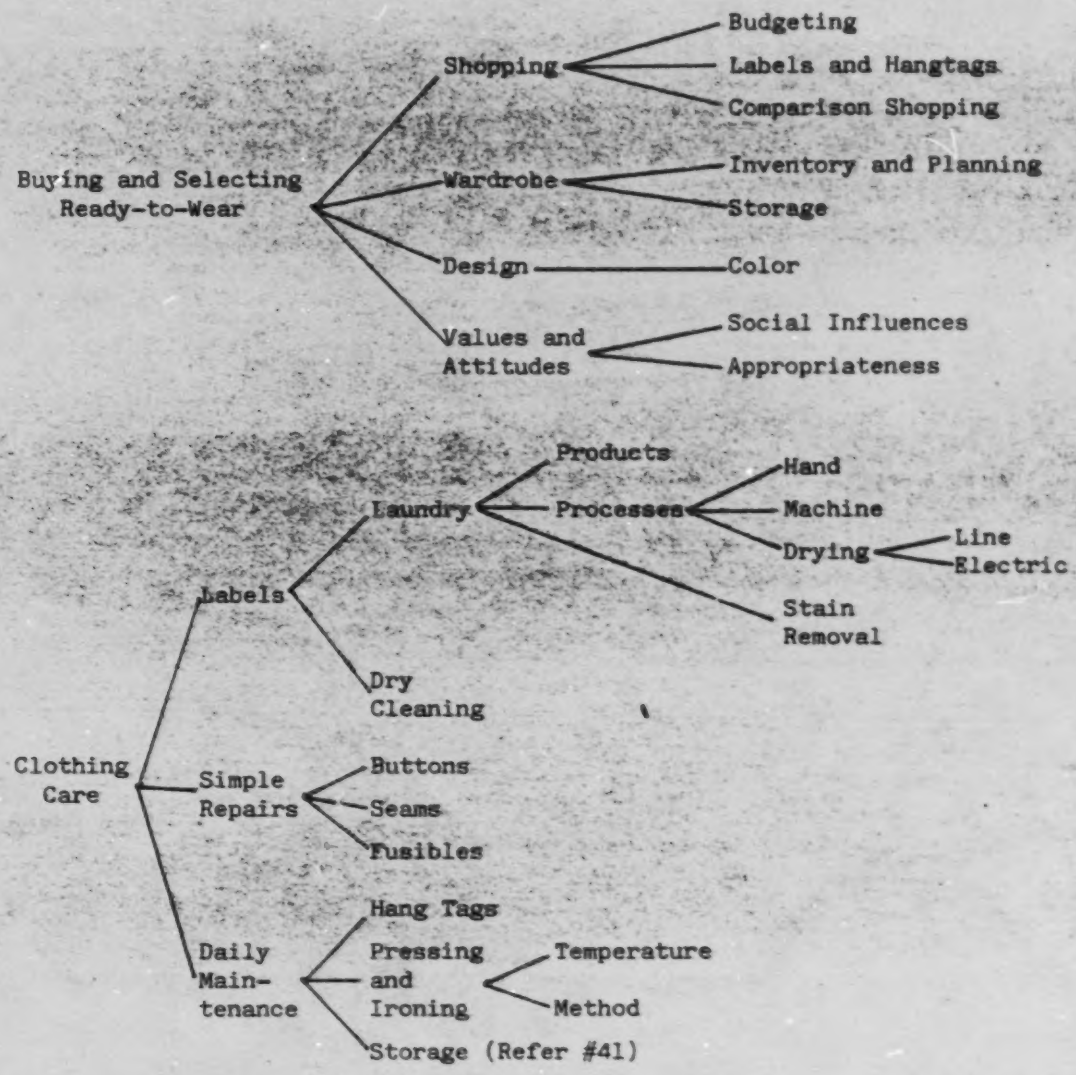
CLOTHING AND TEXTILES - LEVEL I



Construction Techniques

19. Recognize items of information on pattern envelope.
20. Determine amount of fabric needed for project.
21. List the notions needed for view selected from pattern envelope.
22. Locate and circle the layout for one's view and fabric.
23. Apply the written directions on the guide sheet to the construction of the project.
24. Identify and define the pattern symbol.
25. Locate the symbols on pattern pieces and transfer correctly to fabric.
26. Distinguish between garments, grain perfect and off grain.
27. Identify and locate the crosswise grain, lengthwise grain, selvage, and bias.
28. Prepare fabric for layout by straightening and/or preshrinking if necessary.
29. Demonstrate ability to place and pin pattern on fabric.
30. Use correct procedures for cutting out project.
31. Demonstrate how to pin baste before stitching a seam.
32. Stitch a straight plain 5/8" seam.
33. Adjust the stitch length to type of fabric and project.
34. Define backstitching and locate where it should be used.
35. Define stay-stitching and locate where it should be used.
36. Adjust the machine for straight and/or zig-zag stitching.
37. Demonstrate sewing on various types of buttons.
38. Demonstrate a machine hem.
39. Demonstrate a blind stitch to close an opening.
40. Demonstrate two basic embroidery stitches.
41. Recognize the difference between ironing and pressing.

CLOTHING AND TEXTILES - LEVEL I



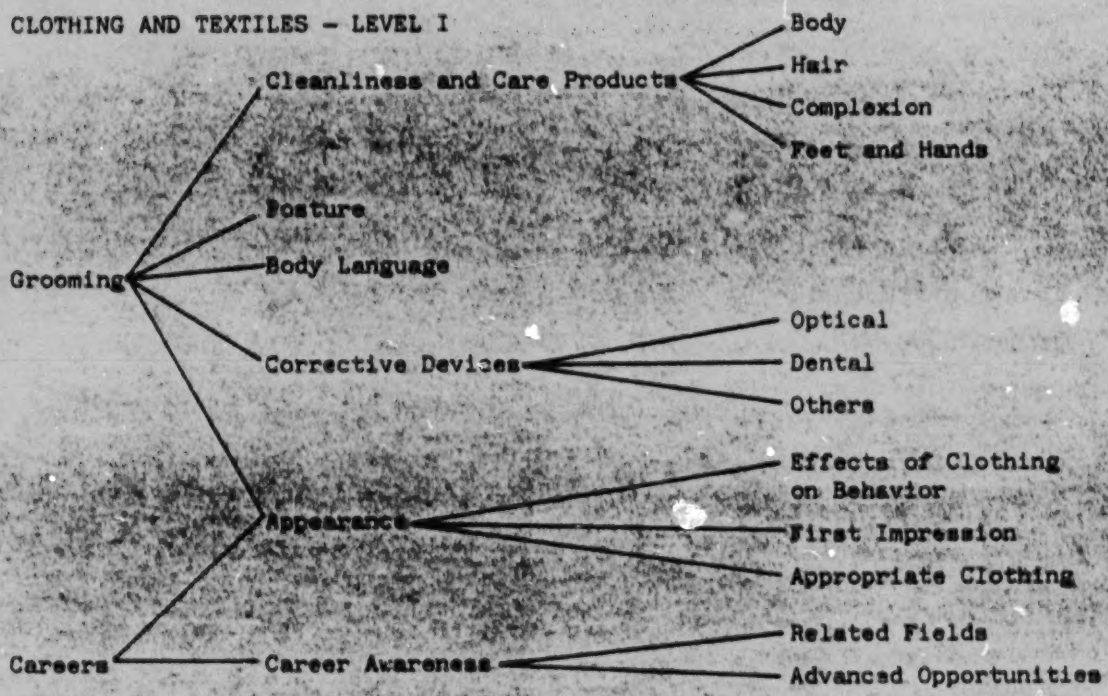
Buying and Selecting Ready-to-Wear

42. Define clothing budget and identify factors influencing budgets.
43. Identify information on labels and hang tags.
44. State the definition and procedures of comparison shopping.
45. Cite factors that influence wardrobe requirements.
46. Compare current wardrobe to wardrobe needs.
47. List types of clothing storage.
48. Recognize the importance of proper storage of clothing.
49. Demonstrate the importance of careful color selection.
50. Be aware of personal values and attitudes on clothing selection.
51. State the relationship between clothing and first impressions.

Clothing Care

52. Identify and interpret care instructions on labels.
53. Identify and explain purposes of laundry products.
54. List steps and reasons for each, in machines and hand laundering processes.
55. Explain differences between laundry and dry cleaning.
56. Explain importance of stain removal before laundering.
57. Do simple repair techniques on personal and family clothing.
58. Give reasons for retaining labels for reference after clothing is purchased.
59. Select proper temperature and method in pressing or ironing a garment.

CLOTHING AND TEXTILES - LEVEL I



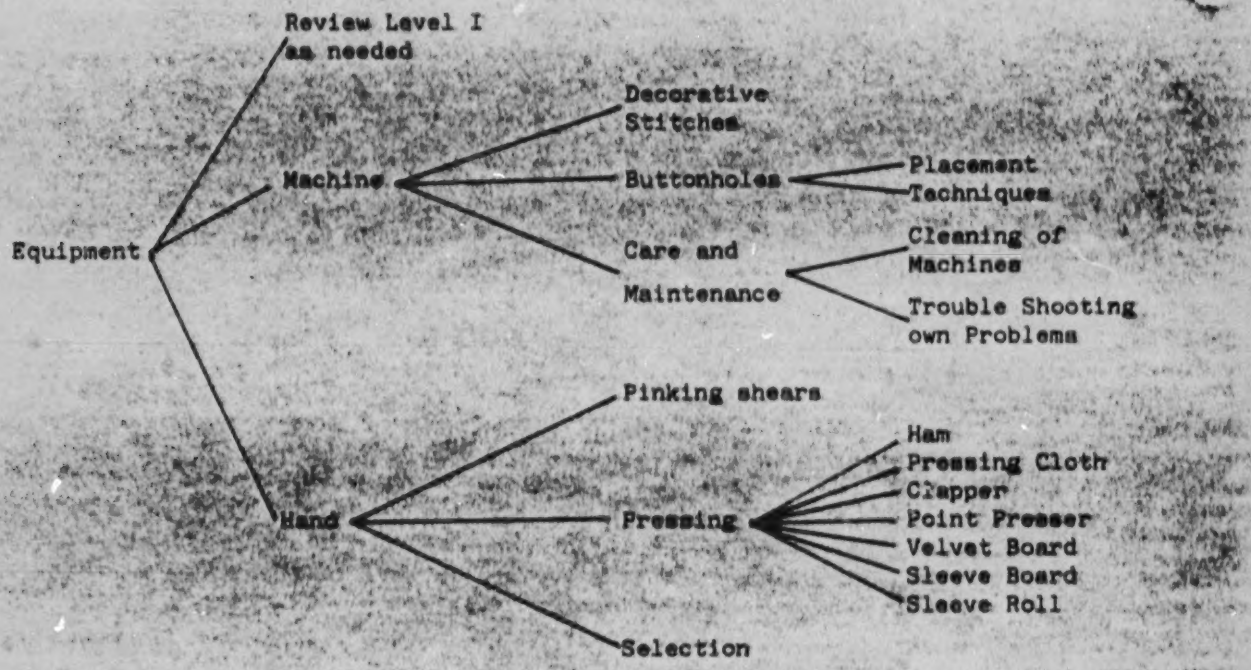
Grooming

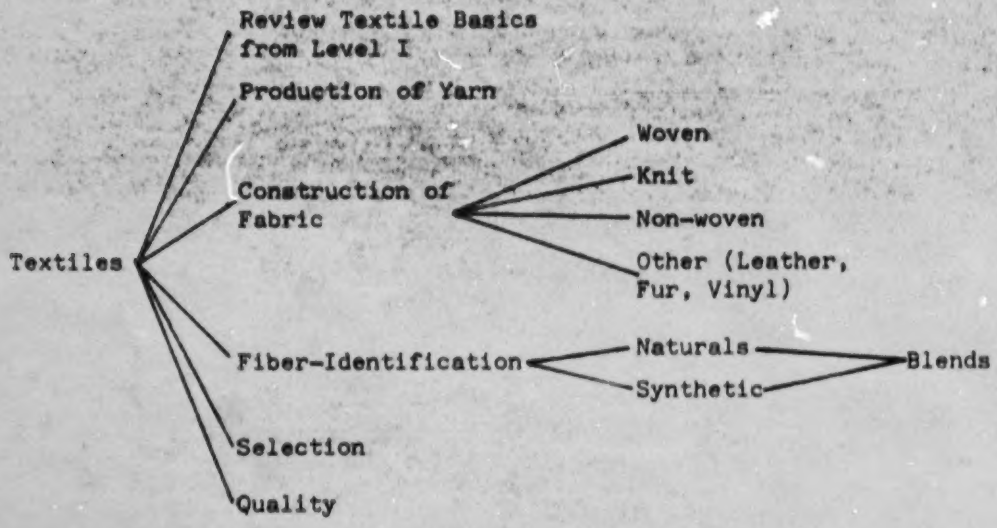
60. Explain needs and procedures for maintaining body, hair and complexion cleanliness.
61. Identify and apply guidelines for selecting and using grooming aids.
62. Evaluate procedures for proper hair care and styles.
63. Recognize skin problems and become familiar with proper care.
64. Set goals to improve habits of standing, walking and sitting.
65. Discuss the procedure for manicure and pedicure.
66. Identify steps in acquiring a neat, clean and healthy appearance.
67. Describe the influences one's physical appearance and body language have on oneself and others.
68. Appreciate the need for optical and dental devices.
69. Identify factors related to grooming which influence relationships with peers and others.
70. Illustrate ways clothing may affect one's self concept.
71. Relate social activities of teenagers to clothing needs.

Careers

72. Relate occupations to personal skills, aptitudes and interests.

CLOTHING AND TEXTILES - LEVEL II





Upon completion of Level II in Clothing and Textiles, the student should be able to:

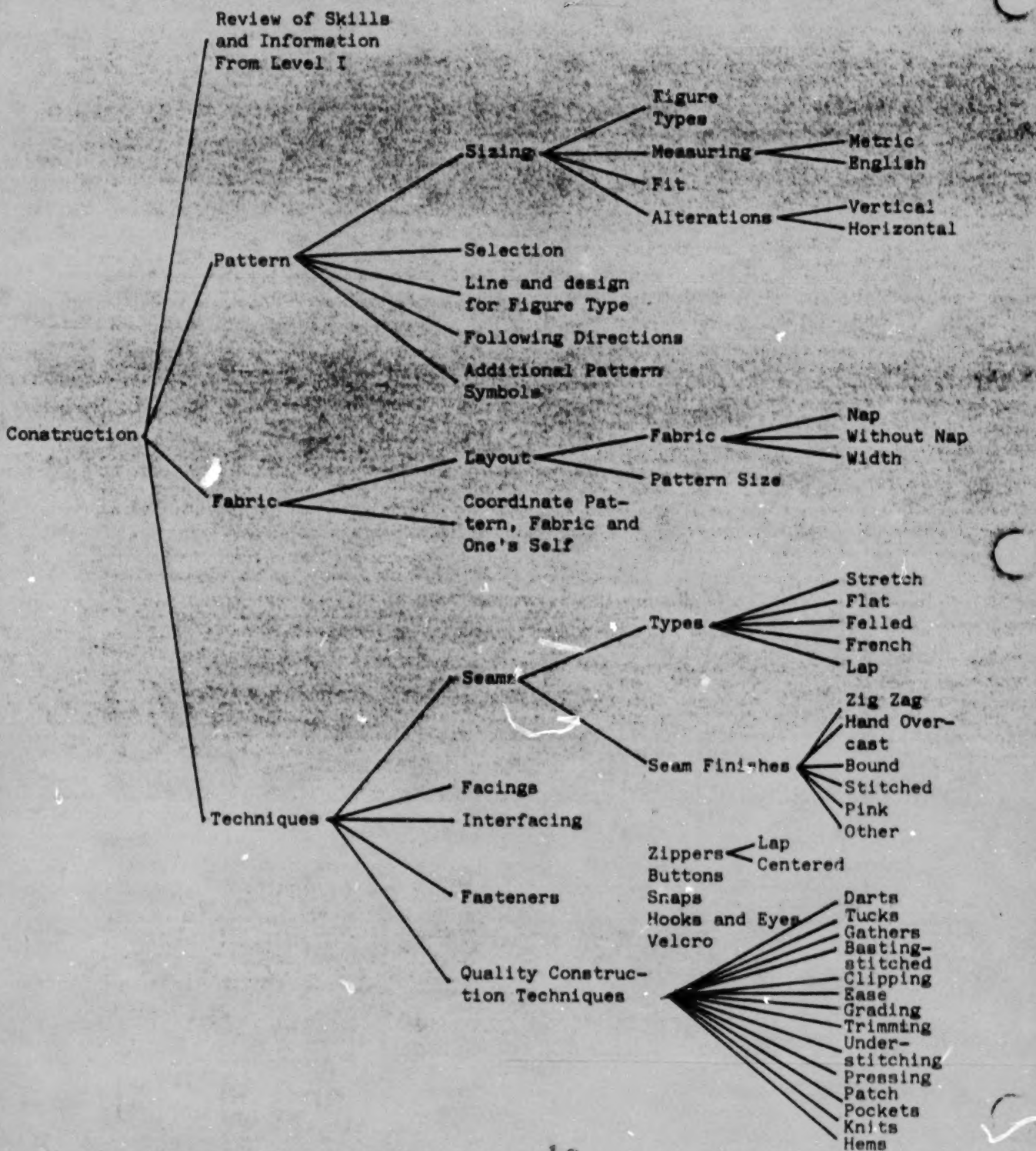
Equipment

1. Adjust sewing machine in order to produce decorative stitches.
2. Properly mark the placement of a buttonhole.
3. Adjust sewing machine to produce a proper machine buttonhole.
4. Clean the sewing machine.
5. Solve one's own problems at the sewing machine using the trouble shooting checklist.
6. Be familiar with and use the pinking shears.
7. Identify pressing equipment and functions.
8. Use the pressing equipment during the construction of a garment.
9. List factors to consider in selecting essential sewing equipment.
10. Describe the ways in which fibers, yarns and fabrics are made using correct terminology.

Textiles

11. Classify fabric samples according to their construction.
12. Classify fibers according to their source.
13. Choose fabrics that will suit one's needs.
14. List factors that affect the qualities of a fabric.

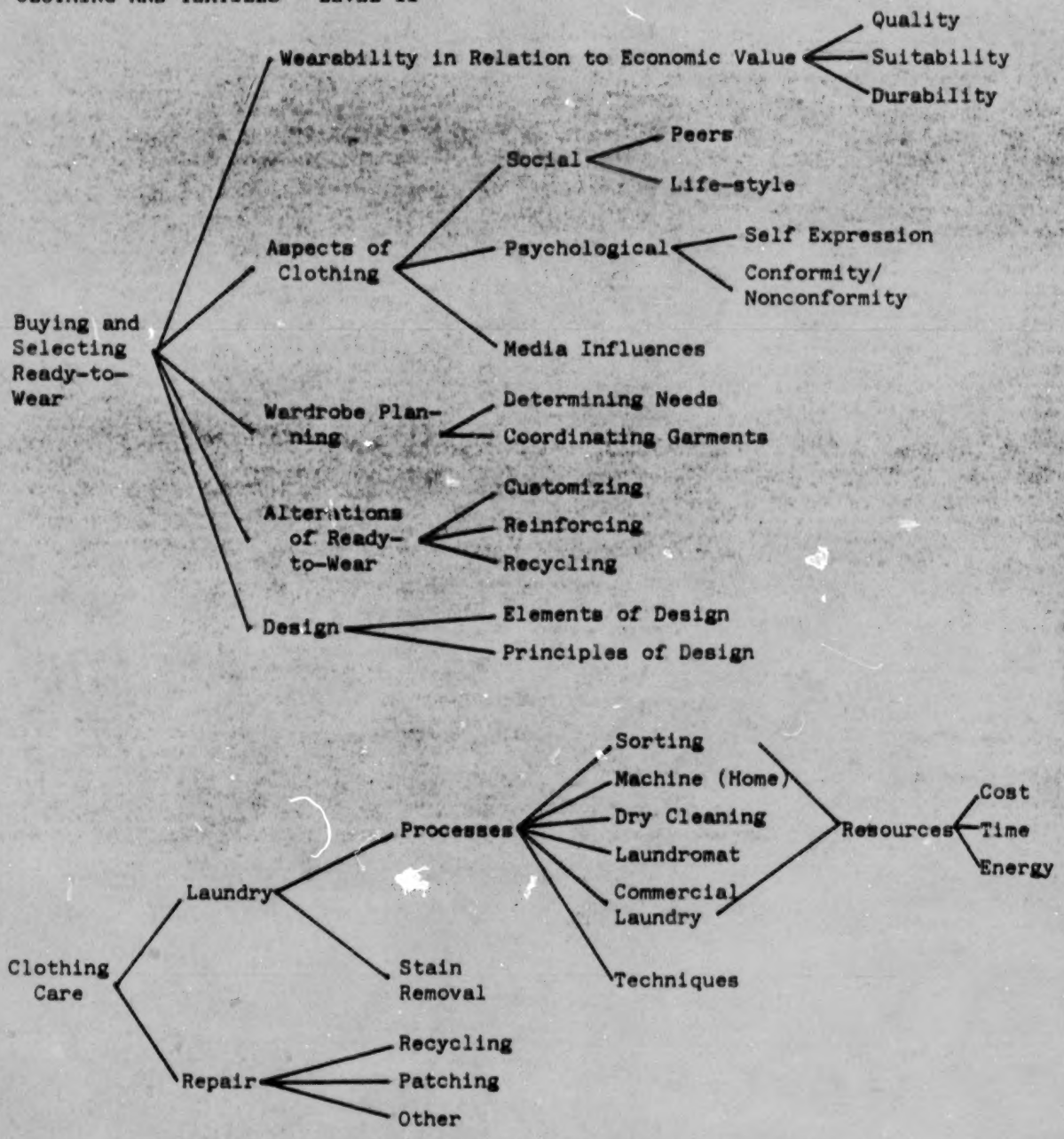
CLOTHING AND TEXTILES - LEVEL II



Construction

15. Take accurate body measurements and determine figure type and pattern size.
16. Understand why correct fit is vital to the comfort and wearability of a garment.
17. Describe individual fitting problems and relate to alterations.
18. Alter pattern as needed.
19. Select a suitable pattern for figure type according to line and design.
20. Apply the directions on the guide sheet to the construction of the project.
21. Identify and define pattern symbols necessary for the construction of a garment.
22. Demonstrate pattern placement for pattern size and fabric width according to nap or without nap.
23. Coordinate pattern, fabric and one's self.
24. Identify types and use of seams.
25. Understand the purpose of seam finishes.
26. Describe the function of a facing.
27. Construct a facing and apply it to garment or a sample.
28. Describe the function of interfacing.
29. Identify and explain the use of various closures used in construction.
30. Use a form of a closure.
31. Recognize list of various quality construction techniques.
32. Apply quality construction techniques to construction of garment and/or samples.

CLOTHING AND TEXTILES - LEVEL II



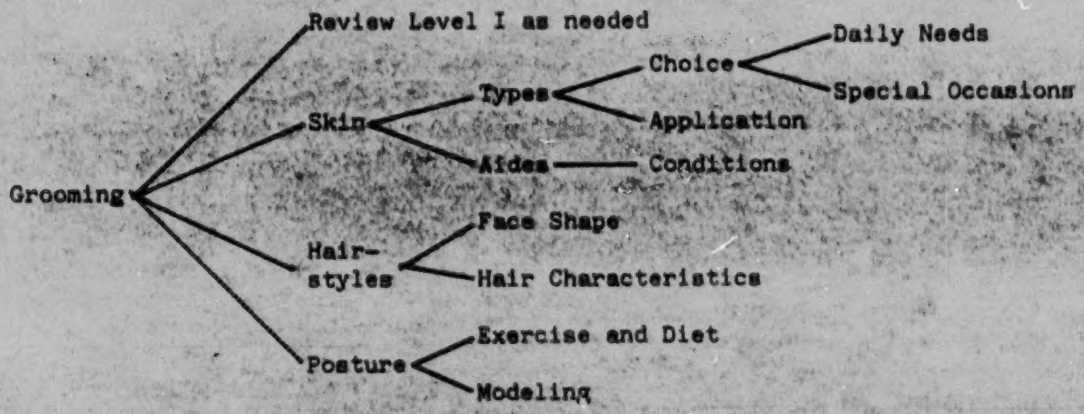
Buying and Selecting Ready-to-Wear

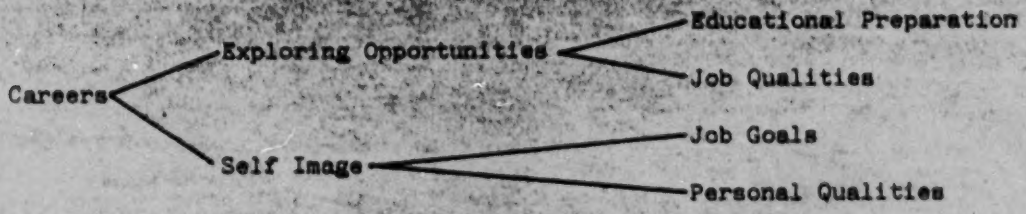
33. Explain how buying skills may aid in obtaining maximum value from the clothing dollar in regard to quality, suitability and durability.
34. Judge the quality of construction in ready-to-wear garments and choose items to fit one's personal needs and lifestyle.
35. Be aware of the social and psychological affect of clothing.
36. Consider media influences on clothing wants and/or needs.
37. Learn how to stretch one's wardrobe.
38. Identify appropriate techniques to use when modifying clothing.
39. List how a garment might be "creatively rrcycled".
40. Consider the elements and principles of design when buying and selecting ready-to-wear.

Clothing Care

41. Realize that different fabrics and garments require different cleaning methods.
42. Compare and contrast clothing care methods according to available resources.
43. Investigate methods of removal of stains requiring special treatment before laundry.
44. Understand that some recycling techniques are very simple.

CLOTHING AND TEXTILES - LEVEL II





Grooming

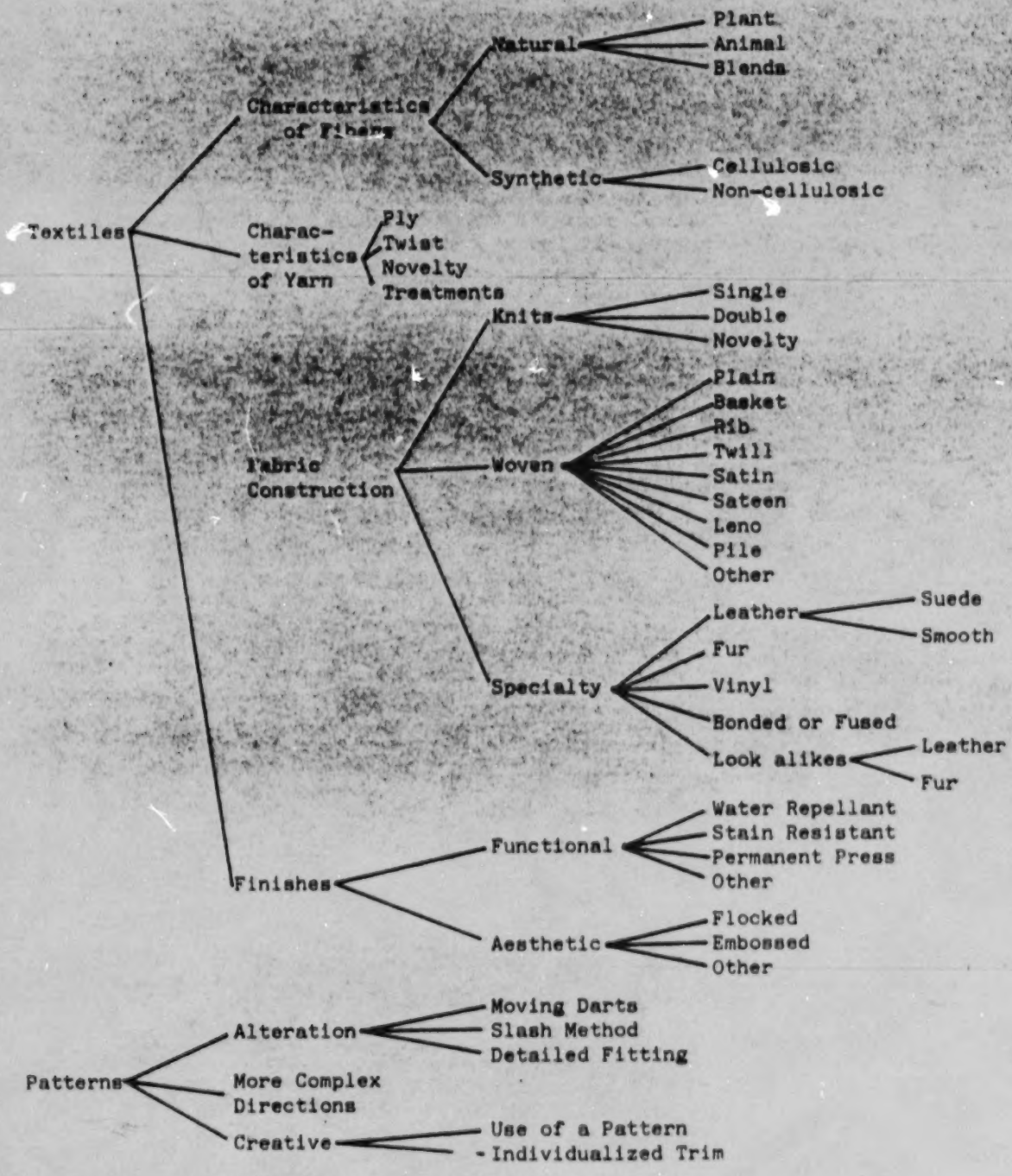
45. Analyze one's skin type.
46. Evaluate cleansing routines and grooming aid: products.
47. Analyze face shape and identify hair styles that produce desired appearance.
48. Consider hair type in choosing hair styles.
49. Demonstrate good posture and poise.
50. Give guidelines for good posture.
51. Plan an exercise and diet program to improve posture and body shape.
52. Demonstrate modeling skills.

Careers

53. Consider work output and personal qualifications for jobs related to clothing and textiles.
54. Be aware of various job opportunities in clothing and textiles.

CLOTHING AND TEXTILES - LEVEL III

Equipment -- Review from Levels I and II as needed.

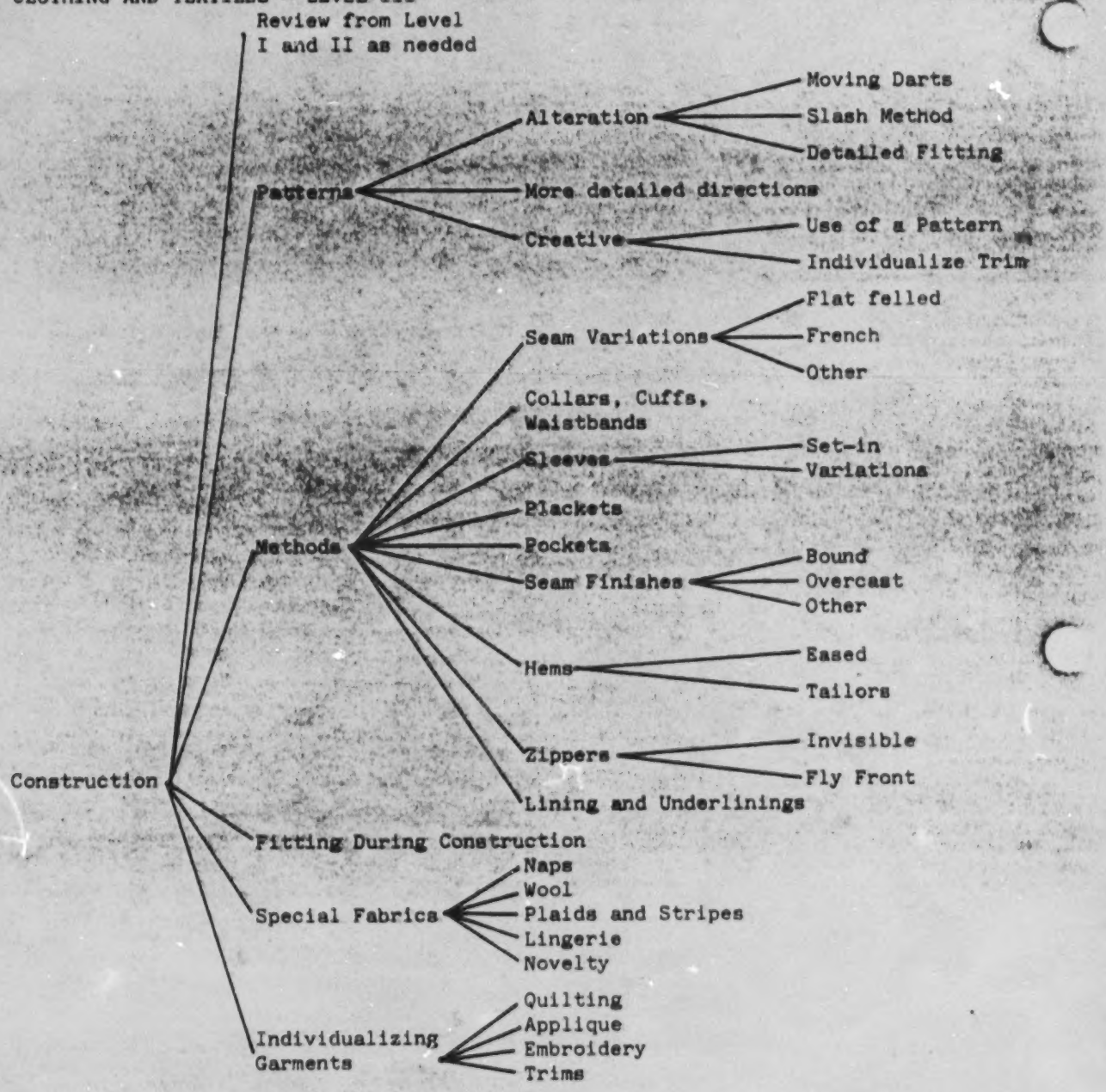


Upon completion of Level III, the student should be able to:

Textiles

1. Relate the characteristics of natural fibers to their uses.
2. Relate the characteristics of synthetic fibers to their uses.
3. Define and give examples of fiber blends.
4. Relate various fiber blends to possible uses.
5. Distinguish between various forms of yarns.
6. Illustrate various types of knits.
7. Describe uses of various knitted fabrics.
8. Identify basic weaves and their uses.
9. Identify various non-woven fabrics and uses.
10. Describe aesthetic and functional finishes.
11. Explain the purposes of various finishes.
12. Relate fabric finishes to fabric use.

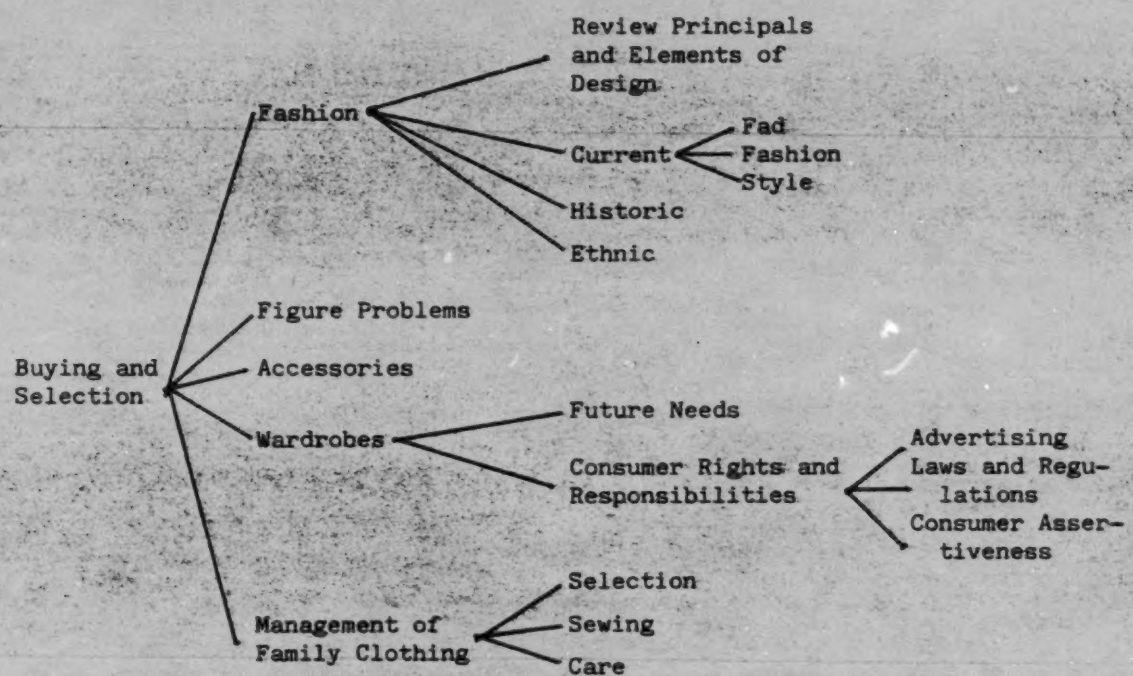
CLOTHING AND TEXTILES - LEVEL III

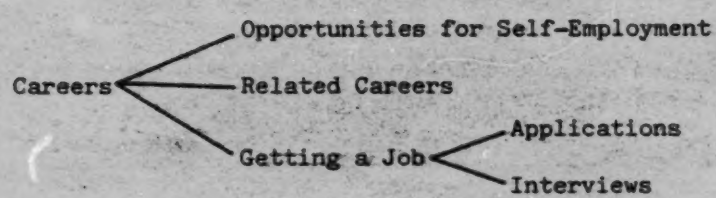


Construction

13. Formulate an alteration plan for one's needs.
14. Recognize th advantages of proper pattern adjustment as opposed to later garment alteration.
15. Understand detailed pattern directions.
16. Analyze suitability of pattern directions.
17. List ways patterns may be changed to make new designs.
18. Demonstrate ability to make various seams.
19. Determine the appropriate seam or seam finish to use for the fabric and the type of construction.
20. List various styles of collars, cuffs and waistbands.
21. Identify the techniques that will help prepare and attach collars, cuffs and waistbands.
22. Use the techniques for collars, cuffs and waistbands on garment.
23. Identify the types of sleeves.
24. Apply a set-in sleeve.
25. Compare the construction techniques of sleeve variations to set-in sleeves.
26. Properly construct a placket.
27. Identify types of seam finishes.
28. Identify types of pockets.
29. Identify the techniques that will help prepare and attach a pocket.
30. Determine appropriate hem for fabric and garment.
31. Use a variety of hemming stitches.
32. Stitch a secure and inconspicuous hem.
33. Identify the steps in inserting an invisible and a fly-front zipper.
34. Identify lining fabrics.
35. Explain procedures in constructing a lining.
36. Determine appropriate lining and underlining fabrics for various garments.
37. Evaluate the fit of a garment during construction.
38. Determine procedures to achieve correct fit and apply to garment.
39. Recognize the sewing techniques for special fabrics.
40. Make two projects using the special fabrics and required techniques.
41. Identify ways creativity may be expressed in clothing.
42. Add individuality and decoration to a constructed project.

CLOTHING AND TEXTILES - LEVEL III





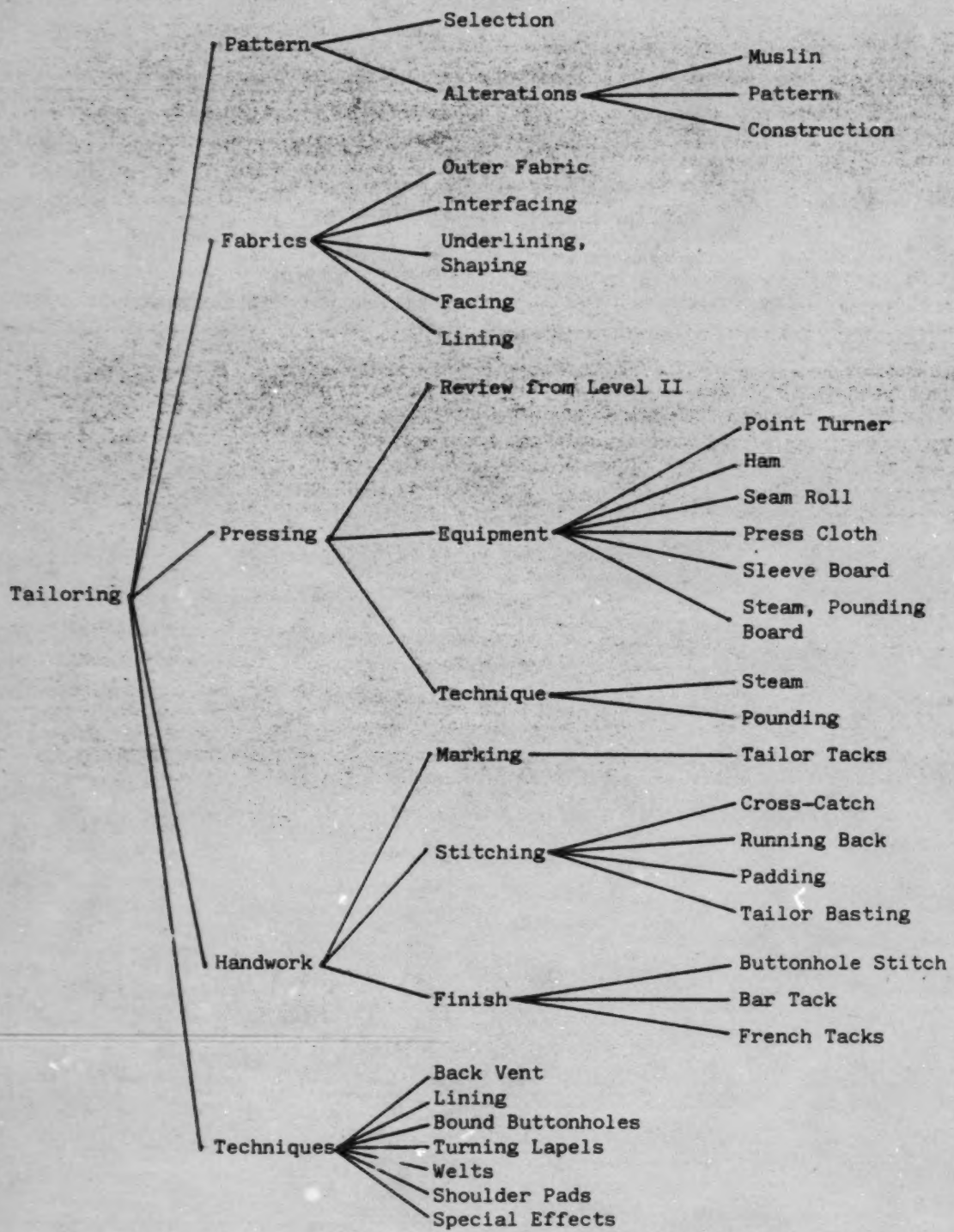
Buying and Selection

43. Apply the terms of fad, fashion and style to today's clothing.
44. Relate fashion today to historic fashion.
45. Recognize ethnic influences on today's clothing.
46. Identify figure characteristics which influence clothing selection.
47. Summarize ways clothing characteristics affect the appearance of physical features and relate to specific figure characteristics.
48. Describe the role of accessories in a well-planned wardrobe.
49. Relate accessory selection to other decisions in wardrobe planning.
50. Investigate future needs in wardrobe and develop a plan.
51. Evaluate the effect of the dollar on the wardrobe.
52. Identify basic consumer rights and responsibilities in purchasing textile goods and services.
53. Identify basic financial and legal rights related to textile products.
54. Identify forms of clothing advertising.
55. Identify sources of consumer information and protection.
56. Compare ready-to-wear garments with similar self-constructed garments.
57. Illustrate family situations what relate the factors affecting differences in family clothing decisions.
58. Recognize ways to save money through care of clothing.

Careers

59. List opportunities for employment in professional clothing-related occupations.
60. Describe responsibilities of persons in professional occupations related to clothing.
61. Describe the types of education necessary for specific clothing-related occupations.
62. Discuss points that influence getting a job.
63. Be aware of the steps in getting a job.

CLOTHING AND TEXTILES - ADVANCED



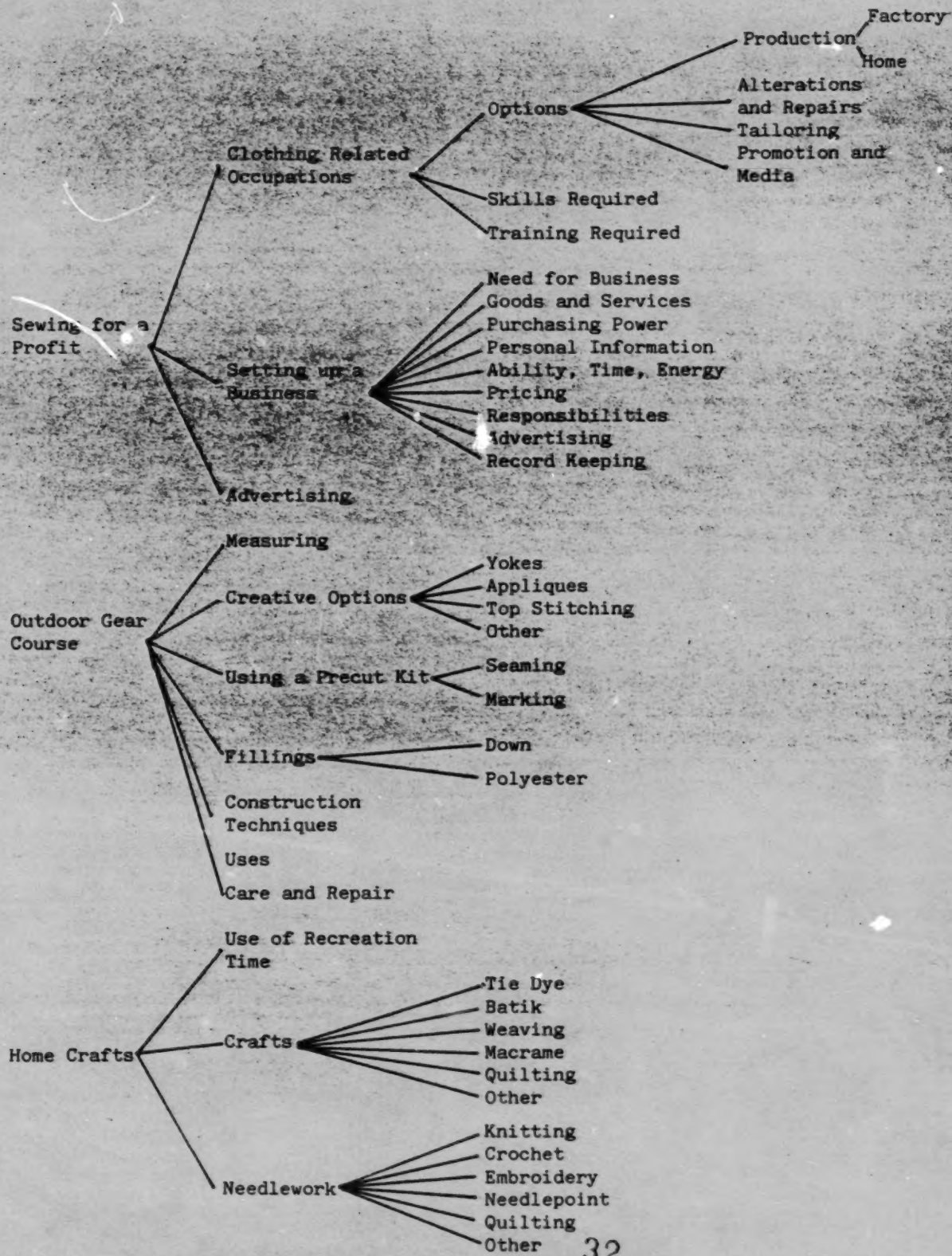
Upon completion of this unit, the student should be able to:

Advanced:

Tailoring

1. List factors that may influence fabrics and pattern selection for tailored garments.
2. Illustrate patterns and fabrics suitable for tailored garments.
3. Summarize principles of a good fit.
4. Propose alterations needed to improve the fit of specific tailored garments using muslin, a pattern and construction techniques.
5. Illustrate and determine the appropriateness of a variety of support fabrics.
6. Apply support fabrics to a tailored garment.
7. Develop criteria for selecting pressing equipment.
8. Demonstrate pressing techniques.
9. Develop guidelines for pressing specific fabrics.
10. Become familiar with proper marking procedures.
11. Apply proper markings to a tailored garment.
12. Demonstrate various tailoring stitches on a tailored garment or samples.
13. Determine where the various stitches are used according to fabric and pattern.
14. Become familiar with finishing techniques.
15. Cite construction techniques required for tailored garments.
16. Determine construction techniques suitable for specific tailored garments.

CLOTHING AND TEXTILES - OPTIONAL UNIT OR SEMESTER COURSES



Upon completion of this topic, the student should be able to:

Sewing for a Profit

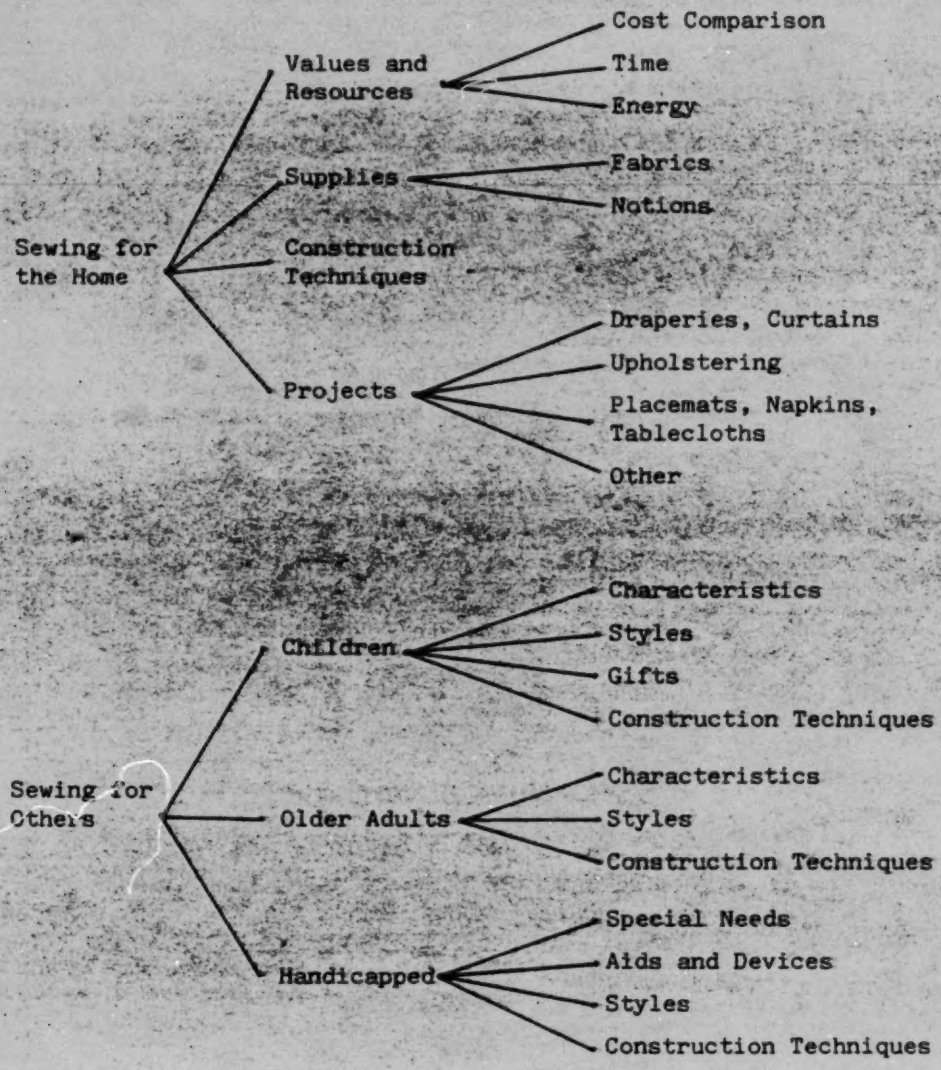
1. Evaluate skills and abilities, work output and personal attributes, required to perform a specific job related to clothing and/or textiles.
2. List information which can be learned through research about setting up a business

Outdoor Gear Course

1. Determine kit size from one's own measurements.
2. Be familiar with construction organization.
3. Use creative option to individualize kit.
4. Know construction techniques necessary to complete kit.
5. Distinguish between characteristics of available fillings and fabrics.
6. Recognize the proper steps in the care and repair of project kit.

Home Crafts

1. Develop an appreciation for the history behind various needlework and craft activities.
2. Develop skills for productive use of leisure time.
3. Select a needlework or craft project.
4. Plan the steps need in the project.
5. Apply techniques needed for the project.
6. Evaluate the project.


Sewing for the Home
Values and Resources
Cost Comparison
Time
Energy
Supplies
Fabrics
Notions
Construction Techniques
Projects
Draperies, Curtains
Upholstering
Placemats, Napkins, Tablecloths
Other
Sewing for Others
Children
Characteristics
Styles
Gifts
Construction Techniques
Older Adults
Characteristics
Styles
Construction Techniques
Handicapped
Special Needs
Aids and Devices
Styles
Construction Techniques

Upon completion of this topic, the student should be able to:

Sewing for the Home

1. Become aware of the values and resources available for sewing for the home.
2. Seek information on necessary skills and supplies.
3. Determine needs to complete individual project.
4. Be familiar and use necessary construction techniques.

Sewing for Others

1. Identify clothing needs of children, older adults, and the handicapped.
2. Identify characteristics of clothing for children, older adults and the handicapped person.
3. Apply the characteristics to the selection of a pattern suitable for a child, an older adult, or a handicapped person.
4. Construct garments for a child, an older adult, and/or a handicapped person.

CONSUMER EDUCATION

Preface

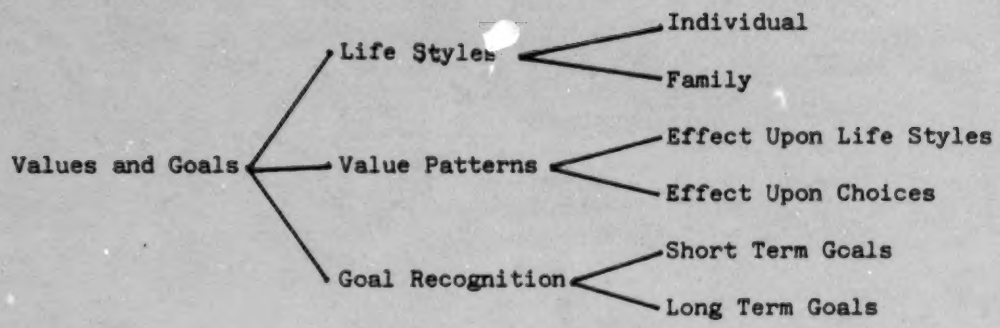
This series of flow charts and learner outcomes were designed with the Junior High in mind for Level I, and the Senior High in mind for Levels II and III.

The material is designed without a specific time span. Sections could be pulled, rearranged, expanded or contracted to accommodate your needs.

Keep in mind that the specific recommendations which may occur are not competency requirements, but rather suggestions that you may plug into your program as they apply.

We realize that your program will be designed to fit the specific needs and expectations of your community and students. For this reason we encourage you to assess your situation and use these flow charts and learner outcomes to accommodate your needs.

CONSUMER EDUCATION - LEVEL I



Upon completion of Level I, the student should be able to:

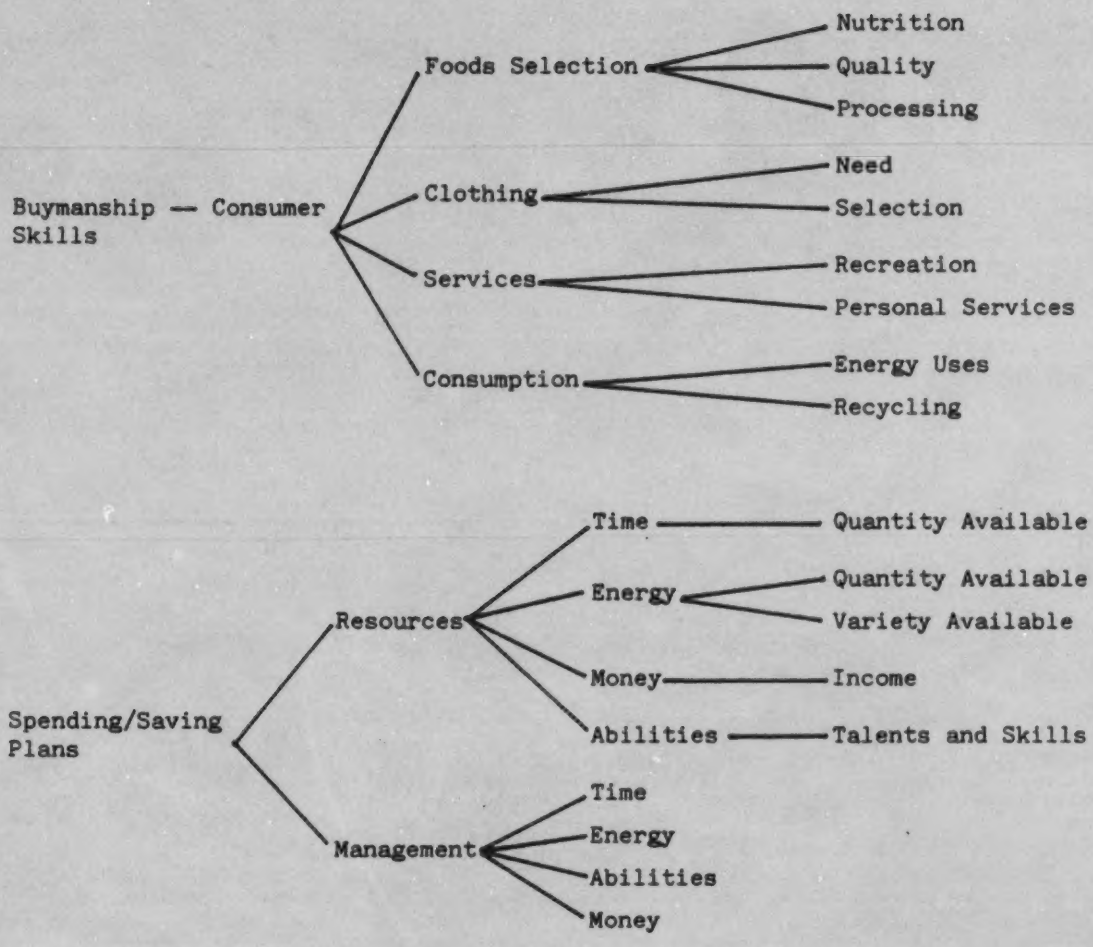
Values and Goals

1. Define values and goals.
2. Identify personal values and goals.
3. Identify family values.
4. Compare and contrast personal and family values.
5. Apply values in determining choices in daily living.
6. Identify short and long term goals.
7. Formulate a plan for achieving a short term personal goal.
8. Evaluate accomplishment of short term personal goal.

Decision-Making

9. Determine decisions individuals make appropriate to age level.
10. Identify an immediate decision to be made.
11. Apply decision-making process to immediate decision.

CONSUMER EDUCATION - LEVEL I



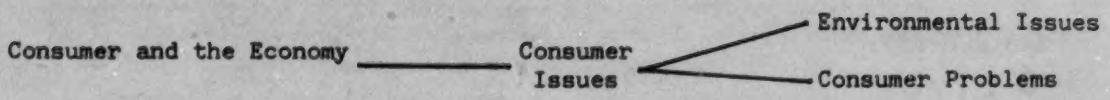
Buymanship—Consumer Skills

12. Identify parts of a label relevant to making nutritious choices.
13. Select grades and forms of food appropriate to specific uses.
14. Recognize effect of processing on cost and nutrition.
15. Analyze personal clothing needs.
16. Apply guidelines for quality and personal appropriateness to clothing selection.
17. Recognize recreation opportunities.
18. Relate personal services to individual needs and resources.
19. Recognize cost of energy use.
20. Identify advantages of recycling to the individual and society.
21. Attempt to recycle or exchange goods and services.

Spending/Saving Plan

22. Evaluate allocation of time to various activities.
23. Identify a variety of energy resources.
24. Develop spending/saving plan for available income.
25. Recognize value of money.
26. Develop a time plan.
27. Formulate guidelines for energy choices.
28. Apply talents and skills to earning situations.

CONSUMER EDUCATION - LEVEL I

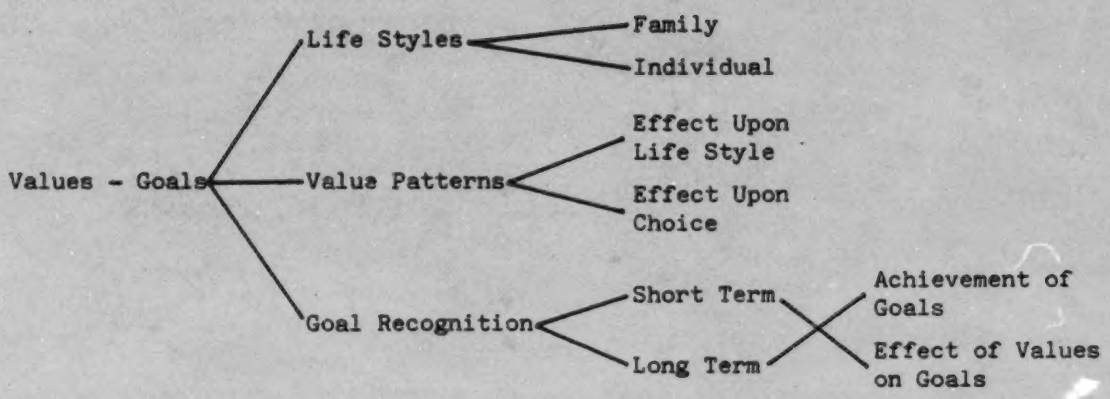


Consumer and the Economy

29. Recognize environmental aspects of consumer choices.

30. Be familiar with the rights and responsibilities of a consumer.

CONSUMER EDUCATION - LEVEL II

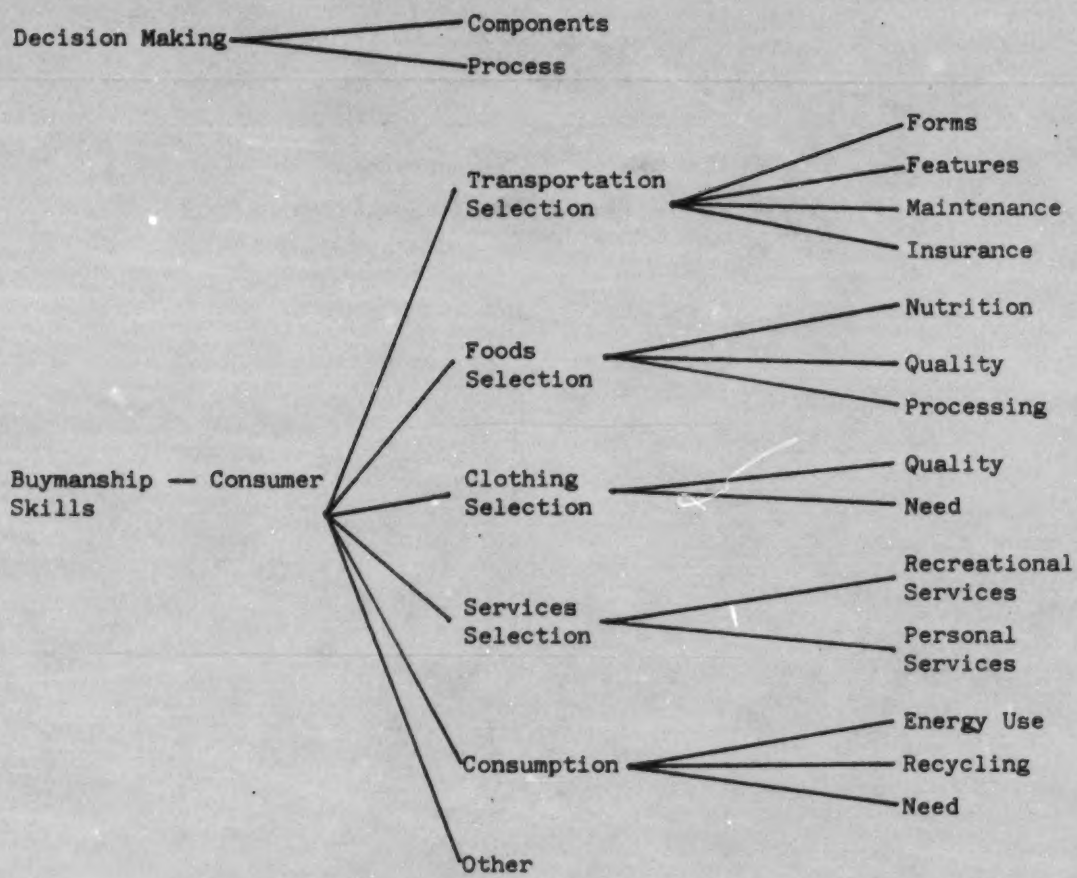


Upon completion of Level II, the student should be able to:

Values and Goals

1. Define values and goals.
2. Relate personal values to goals.
3. Relate family values to life style/choices.
4. Identify short term and long term goals.
5. Relate values to achievement of long term goals.
6. Formulate a plan for achieving a long term goal.

CONSUMER EDUCATION - LEVEL II



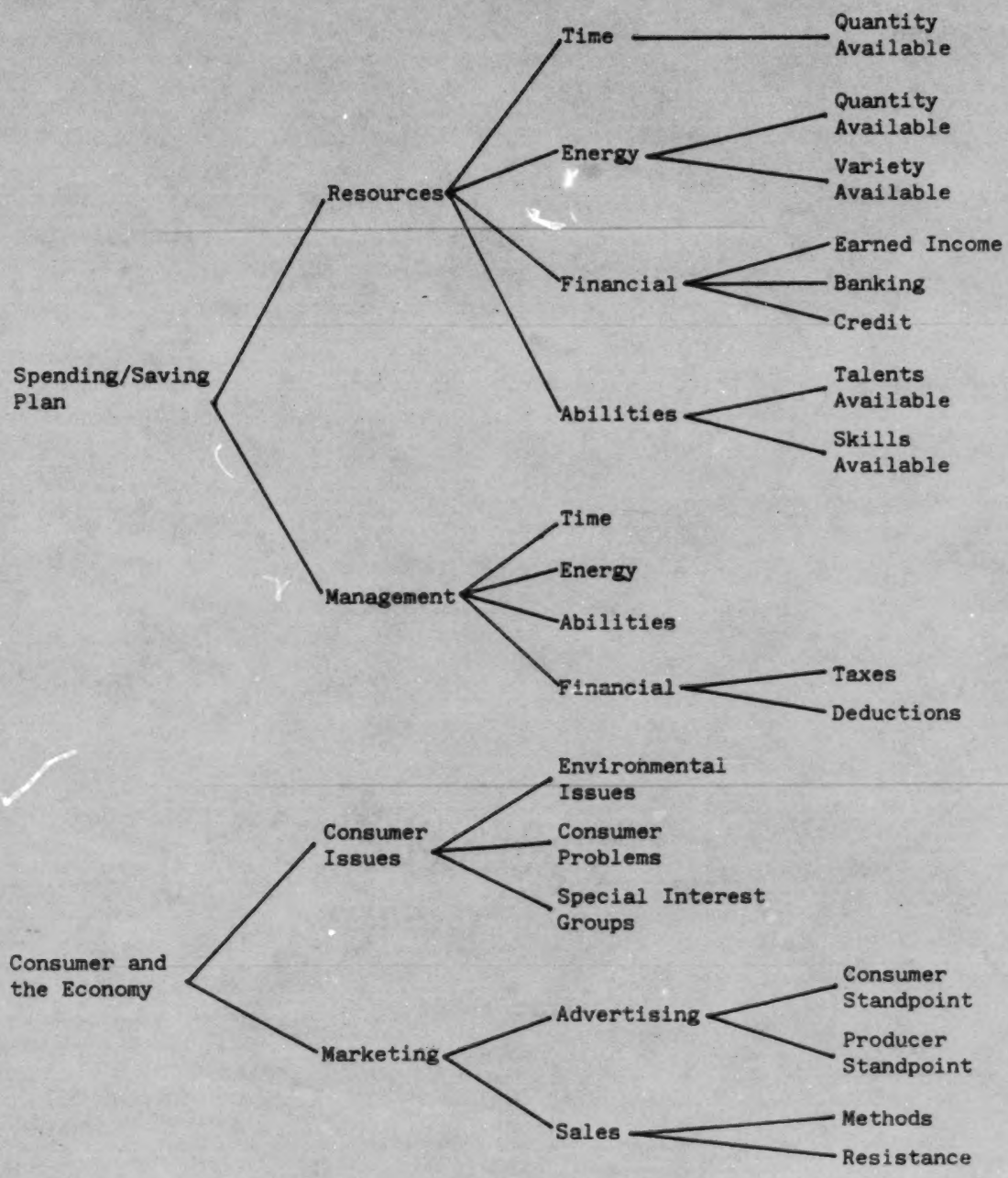
Decision Making

7. Formulate a decision making plan for making a major purchase.
8. Determine a choice using the decision making process for a major purchase.

Buymanship

9. Determine transportation choices and costs.
10. Apply Basic Food Groups and U.S. Dietary Guidelines to a menu plan for a week.
11. Select grades and forms appropriate to specific use.
12. Identify common food additives and their uses.
13. Analyze personal and family clothing needs.
14. Evaluate clothing choices for quality and cost.
15. Evaluate recreation in relation to cost.
16. Relate personal services to individual needs and resources.
17. Interpret energy consumption information.
18. Support recycling.
19. Interpret values related to energy use.

CONSUMER EDUCATION - LEVEL II



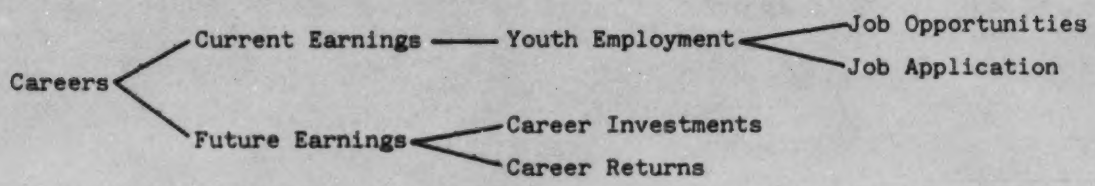
Spending/Saving Plans

20. Revise a time plan.
21. Evaluate energy choices.
22. Evaluate spending and saving plans.
23. Identify banking services and procedures.
24. Identify credit options.
25. Analyze personal abilities for job potential.
26. Evaluate time plan.
27. Develop an energy expenditure plan.
28. Analyze use of abilities.
29. Comprehend taxes, payroll deductions and non-taxable benefits.

Consumer and the Economy

30. Relate personal choices to environmental issues.
31. Identify procedures for consumer complaints.
32. Identify special interest groups as they relate to consumer issues.
33. Identify advertising and promotional techniques.
34. Recognize cost of advertising to consumers.
35. Analyze packaging and merchandising techniques.
36. Distinguish between planned expenditures and impulse buying.

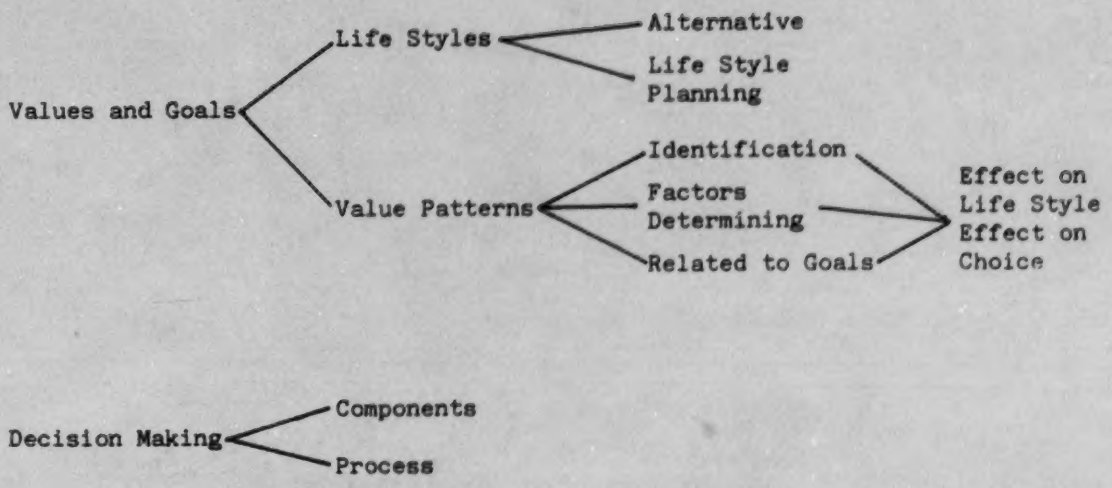
CONSUMER EDUCATION - LEVEL II



Careers

37. Identify job opportunities for youth employment.
38. Review educational requirements and costs for future job options.
39. Review job application and interview procedures.
40. Accept availability, opportunities, and limitations of job options.

CONSUMER EDUCATION - LEVEL III



Upon completion of Level III, the student should be able to:

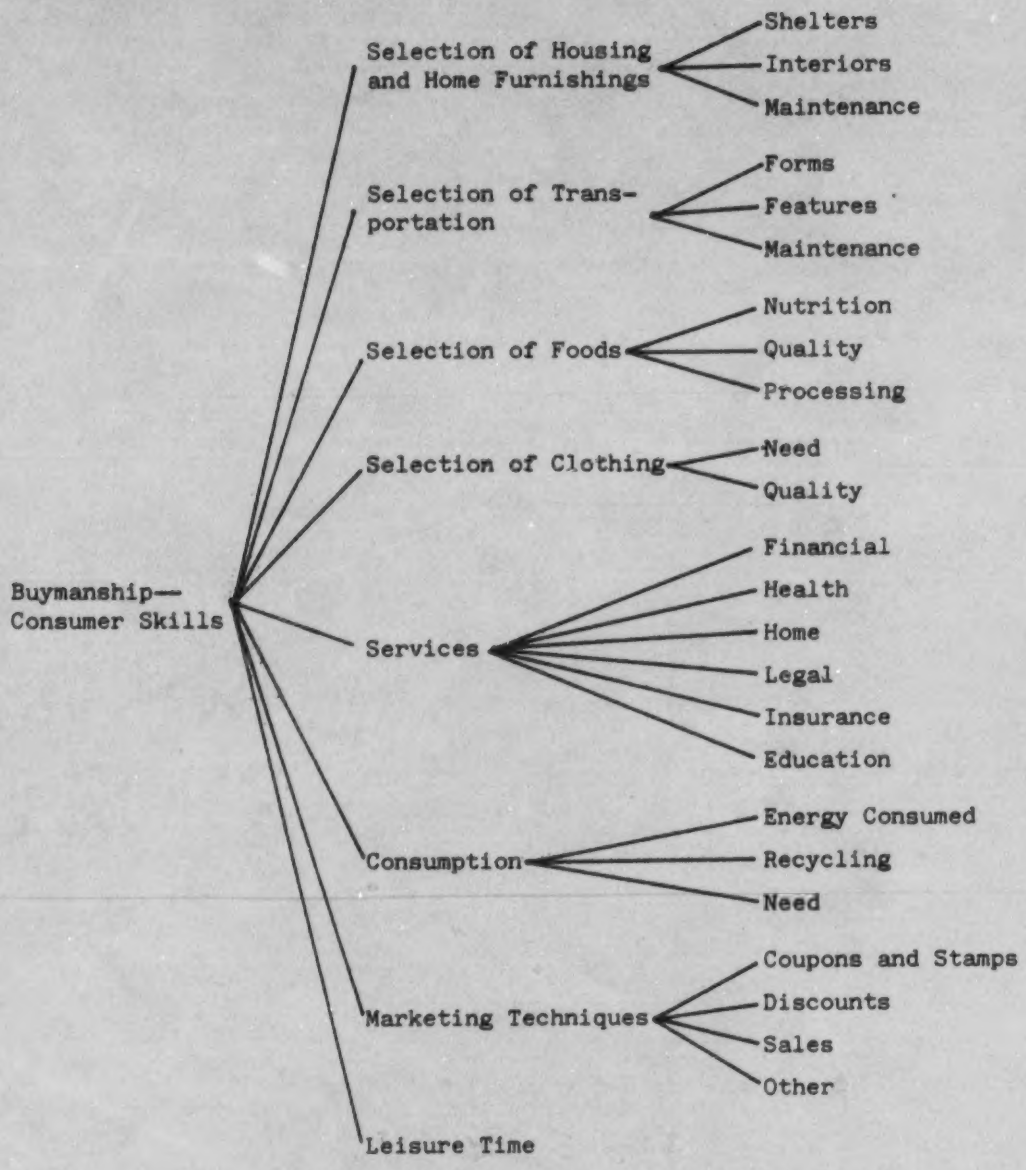
Values and Goals

1. Recognize life style choices.
2. Develop guidelines for achieving a particular life style.
3. Relate value patterns to life style choices.
4. Evaluate goals as related to life style choices.
5. Analyze factors determining value patterns.

Decision Making

6. Apply decision making process to a long term goal.
7. Evaluate decision making process as related to a long term goal.

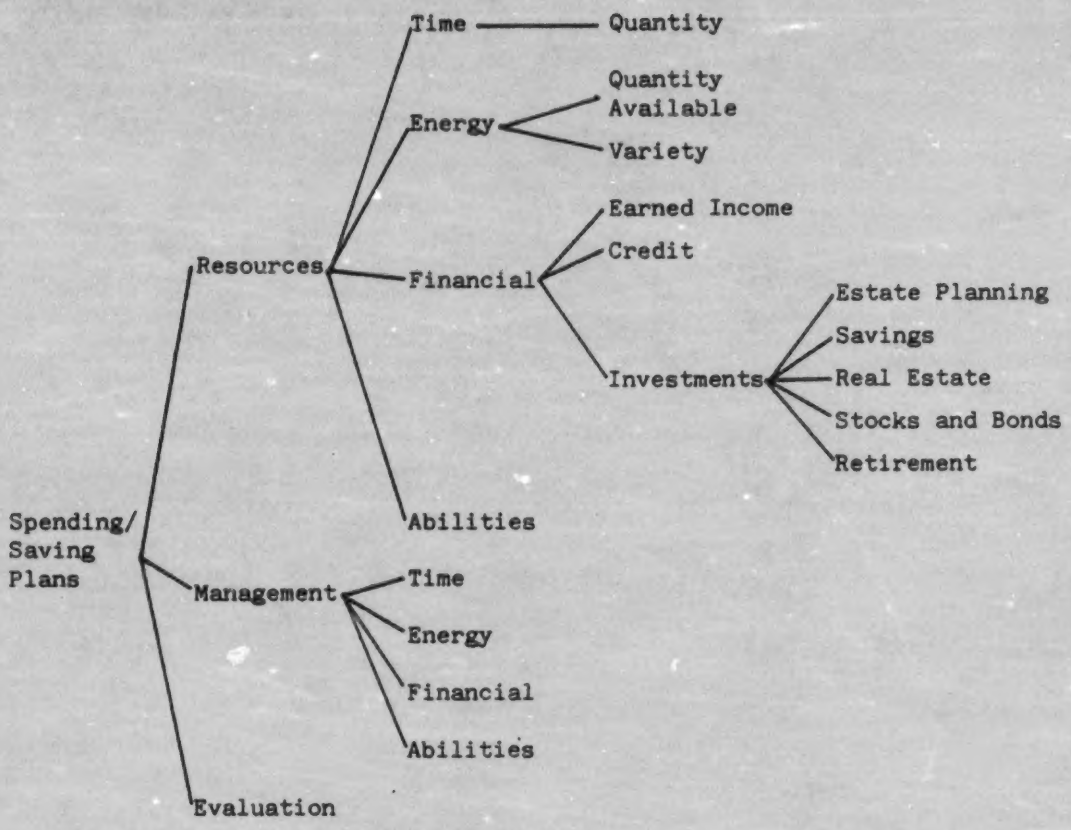
CONSUMER EDUCATION - LEVEL III



Buymanship

8. Consider various types of shelters.
9. Apply consumer skills to interior furnishings.
10. Evaluate maintenance of various shelters and furnishings.
11. Consider various forms of transportation and their features and maintenance.
12. Apply nutrition information to food selection for low cost and moderate cost menus.
13. Apply consumer skills to food selection.
14. Appraise the advantages and disadvantages of food processing.
15. Apply consumer skills to clothing purchases.
16. Consider services available to consumers.
17. Interrelate energy consumption with need and recycling.
18. Consider advantages and disadvantages of various marketing techniques.
19. Consider the cost of leisure time activities.

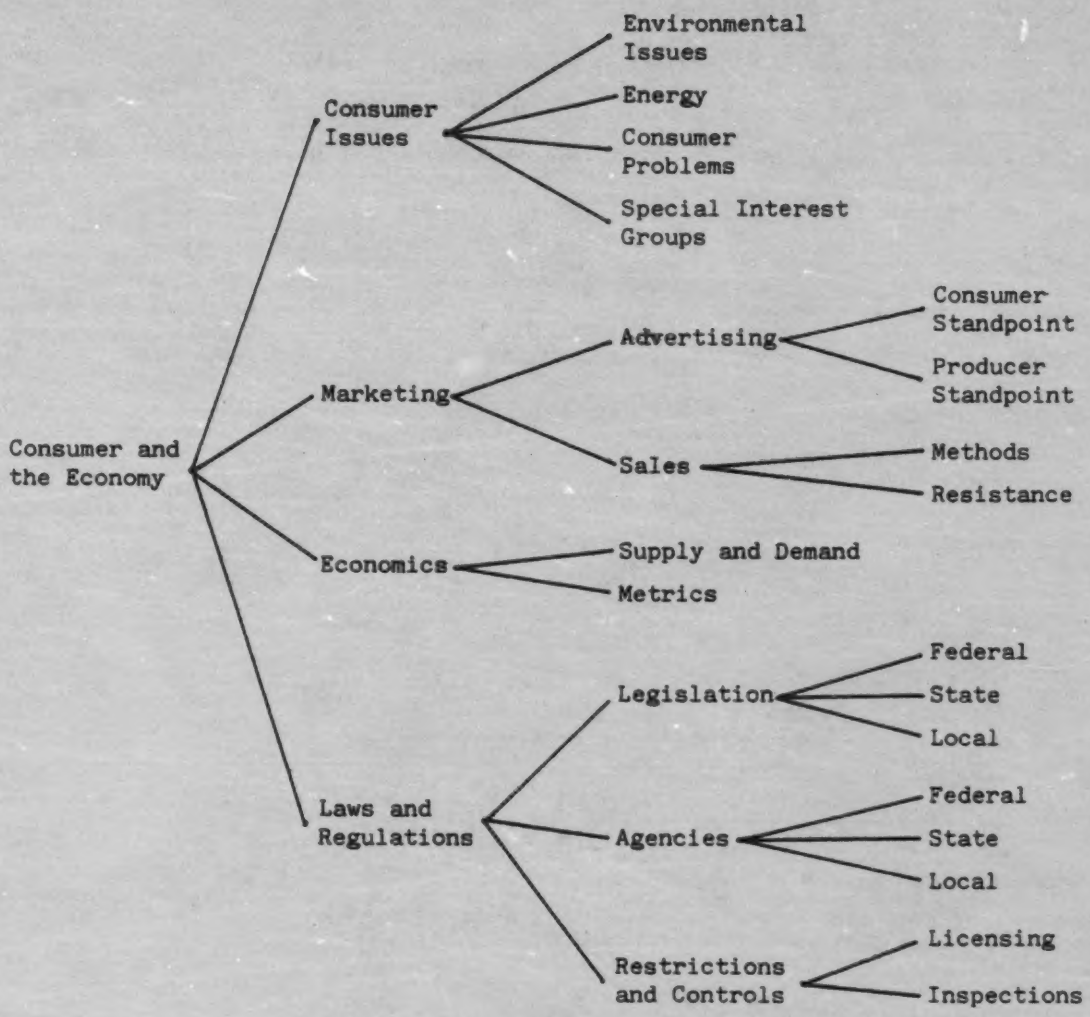
CONSUMER EDUCATION - LEVEL III



Spending/Saving Plans

20. Evaluate time expenditures.
21. Appreciate the advantages of energy conservation to the individual and society.
22. Formulate budget for a family.
23. Evalute credit options.
24. Comprehend various aspects of investments.
25. Appraise current and future earning potential.
26. Evaluate management of time, energy, abilities and finances in achievement of goals.

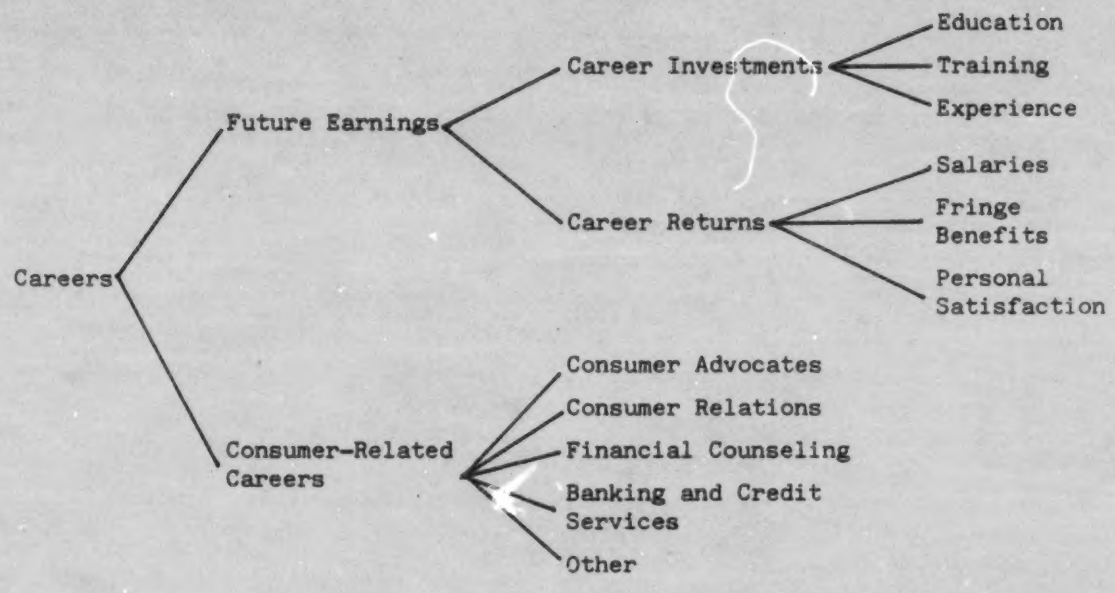
CONSUMER EDUCATION - LEVEL III

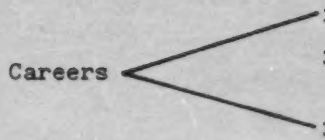


Consumer and the Economy

27. Seek information about environmental issues.
28. Accept role as an energy consumer.
29. Defend rights of consumers.
30. Consider the role of special interest groups in society.
31. Judge marketing practices as they affect consumer decisions.
32. Comprehend the affect of supply and demand on price to the consumer.
33. Consider the influence of metrics on the consumer.
34. Be familiar with consumer laws and regulations as they affect the public.

CONSUMER EDUCATION - LEVEL III





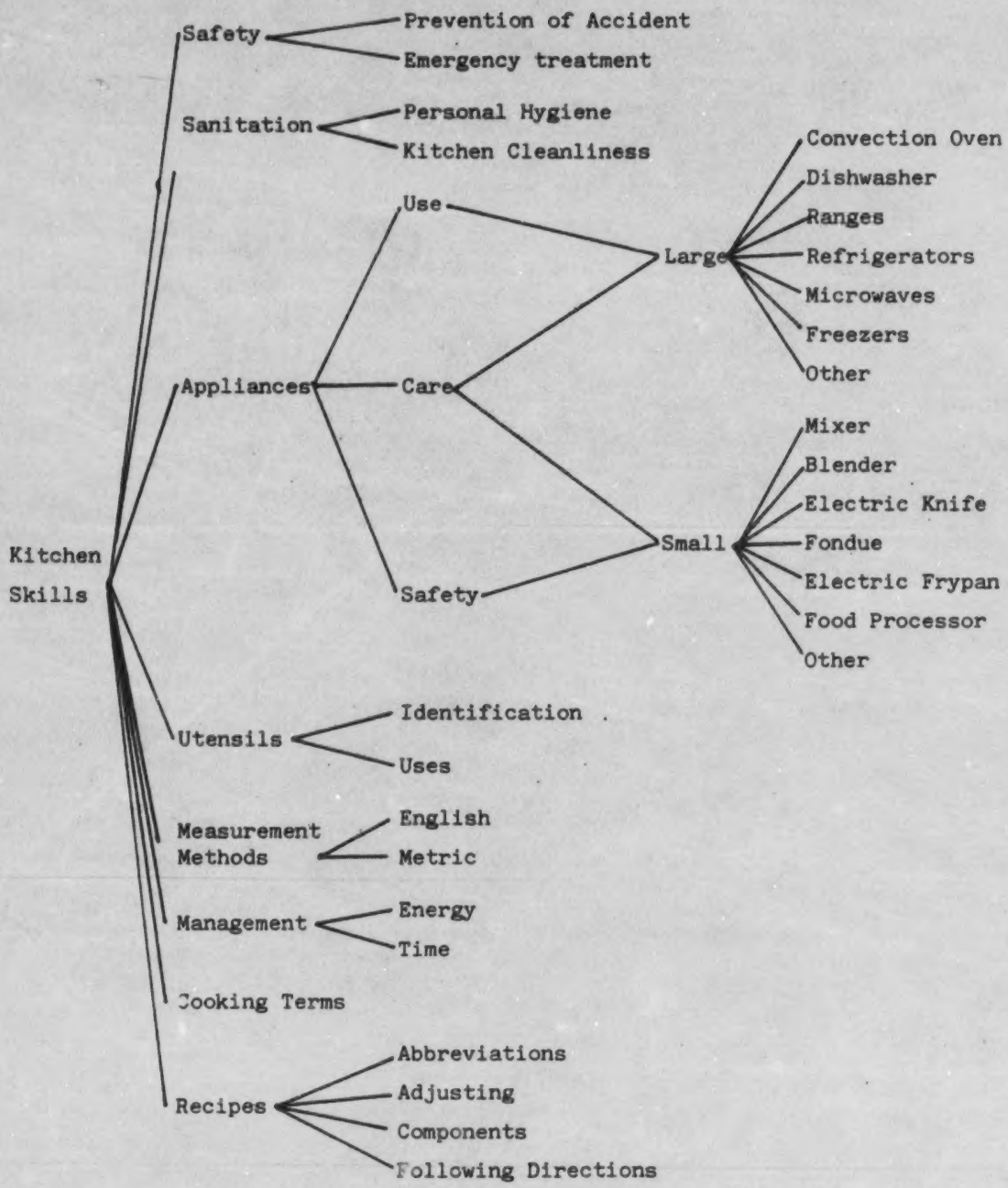
35. Develop a plan to prepare for a future career.
36. Consider returns of career choice based on preparation and opportunity.
37. Review consumer related careers.

FOODS AND NUTRITION

Preface

The foods and nutrition flow charts and the suggested learner outcomes were designed as guides for the teacher to use in planning a program to fit the needs of students, school and community. The teacher is free to combine, add or eliminate at any designated level. Level I was designed with grades 6, 7 and 8 in mind, but could be used for any entry level foods and nutrition class. Levels II and III are designed for high school. Teachers within a district are encouraged to cooperatively plan their foods and nutrition curriculum.

FOODS AND NUTRITION - LEVEL I



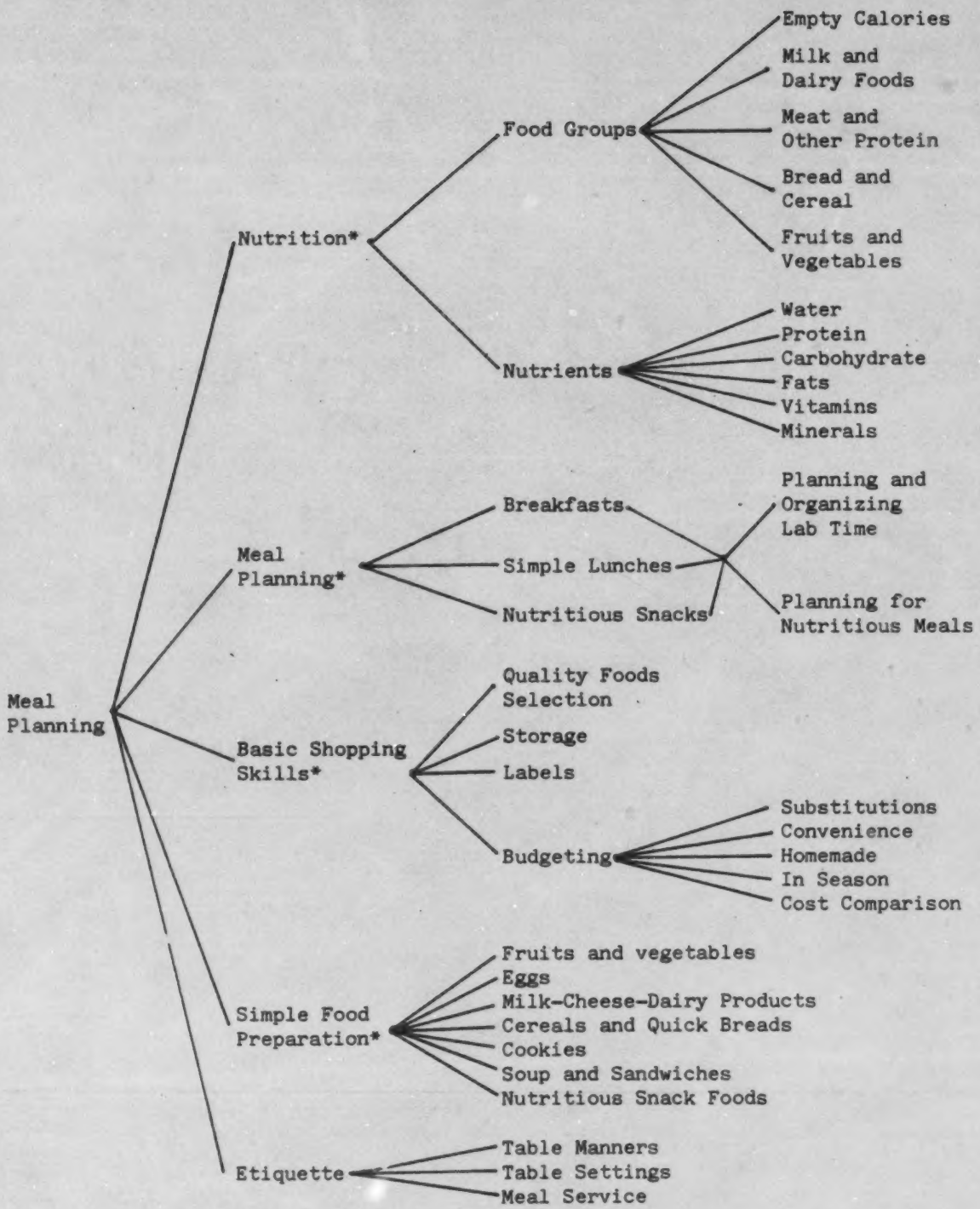
FOODS AND NUTRITION - LEVEL I

Upon completion of Level I, the student should be able to:

Kitchen Skills

1. Identify kitchen hazards.
2. Explain preventive measures.
3. Be familiar with first aid procedures for burns and cuts.
4. Use good personal hygiene at all times in the kitchen.
5. Use cleanliness in care of kitchen and food preparation.
6. Demonstrate use, care and safety of large and small appliances used in laboratory experiences.
7. Identify kitchen utensils.
8. Define use or uses of kitchen utensils.
9. Measure accurately using measurements.
10. Be aware of metric measurements as they apply to food preparation.
11. Recognize good time and energy management.
12. Identify and define cooking terms.
13. Know recipe abbreviations.
14. Perform recipe adjustments.
15. Recognize recipe components.
16. Know how to follow directions.

FOODS AND NUTRITION - LEVEL I

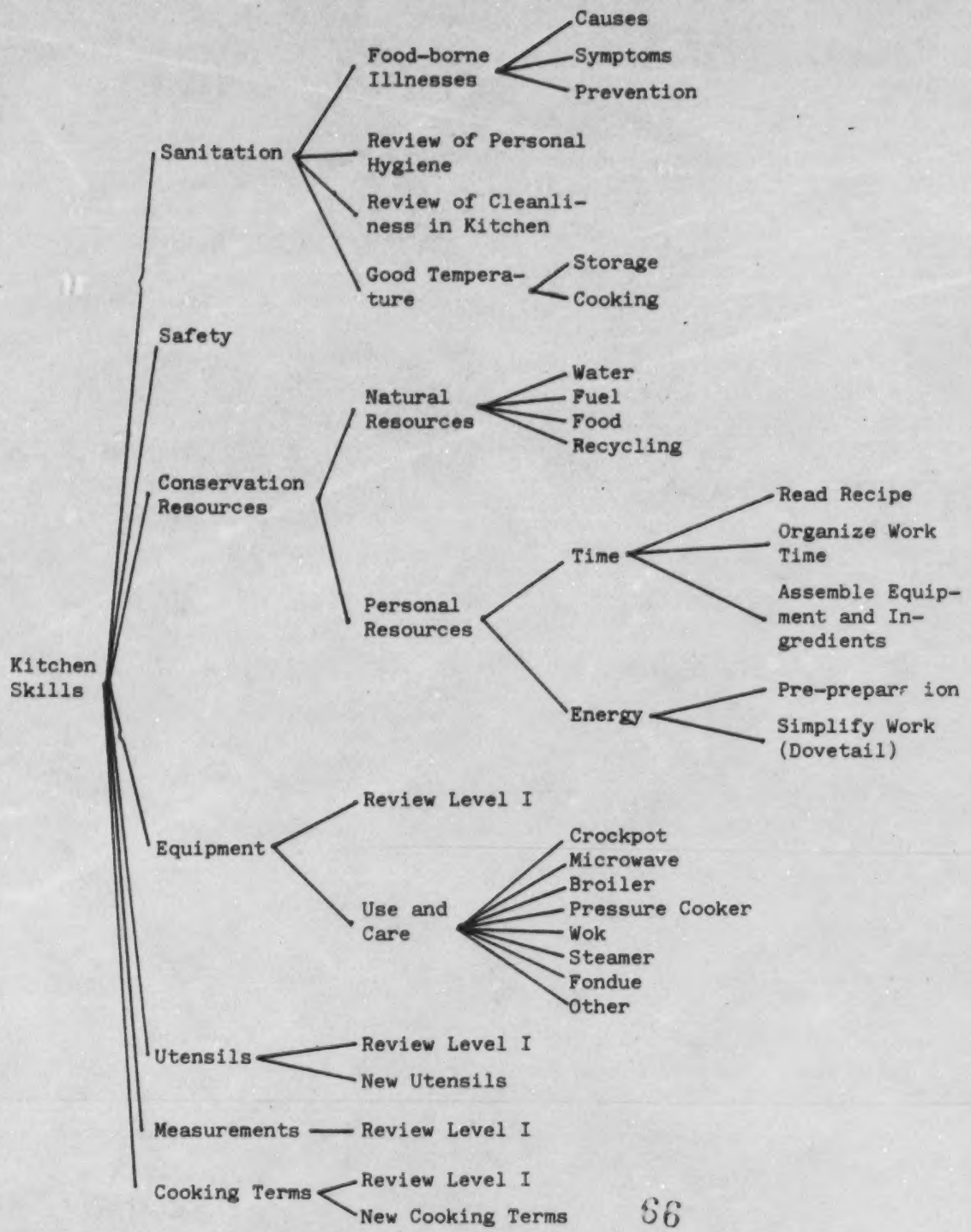


*Career Awareness

Meal Planning

17. Identify basic food groups and classify foods in each.
18. Distinguish between empty calories and the basic food groups.
19. Be familiar with the six essential nutrients.
20. Plan and organize laboratory time for breakfasts, lunches and/or nutritious snacks.
21. Plan and evaluate simple nutritious meals.
22. Recognize acceptable quality in foods.
23. Understand proper storage.
24. Analyze food labels.
25. Compare advantages and disadvantages of convenience and homemade foods.
26. Recognize importance of substitutions, in season foods and cost comparison.
27. Prepare a variety of foods in simple ways.
28. Set table, serve and eat prepared foods in socially acceptable manner.
29. Distinguish similarities and differences of meal service.

FOODS AND NUTRITION - LEVEL II

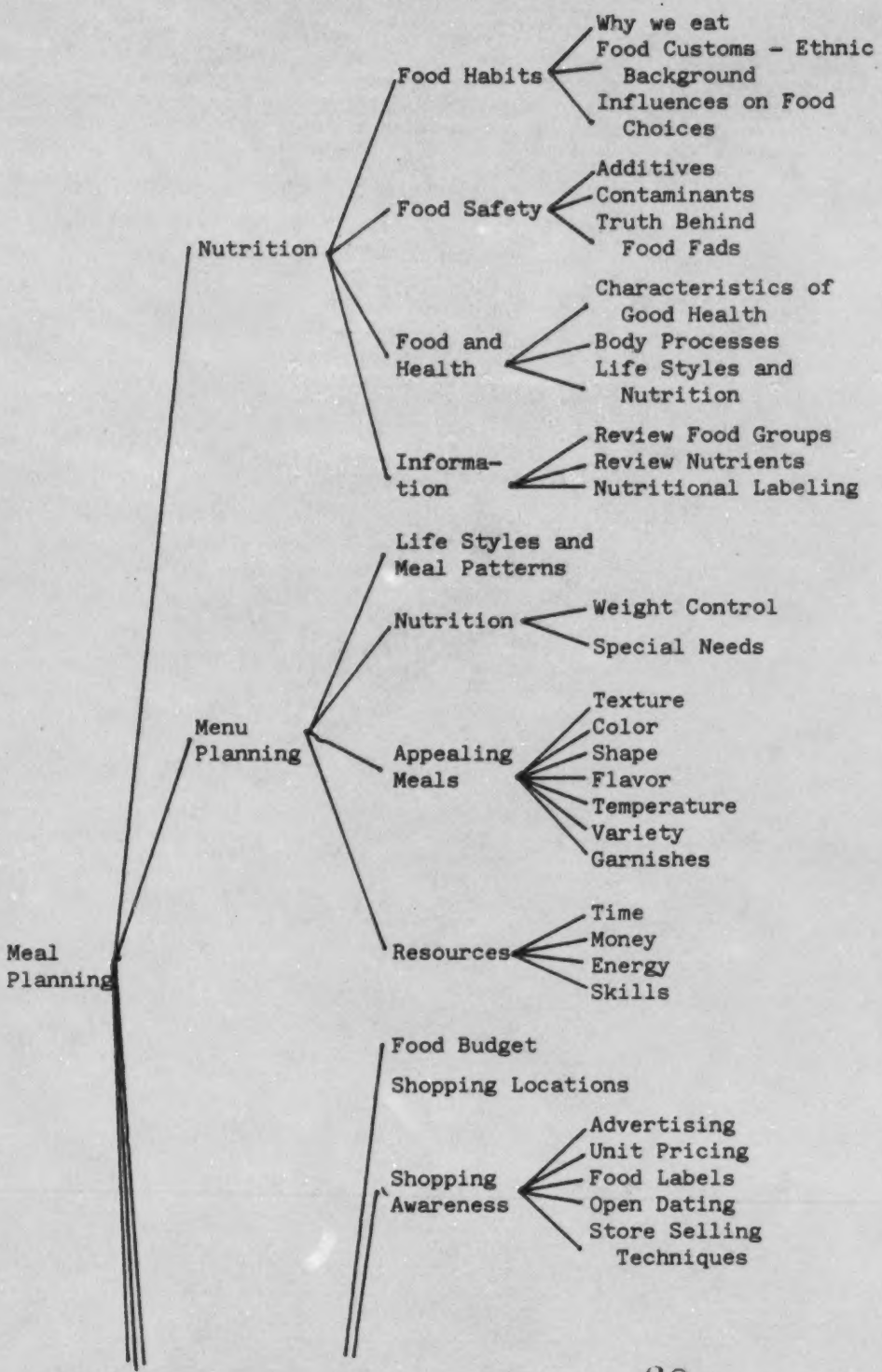


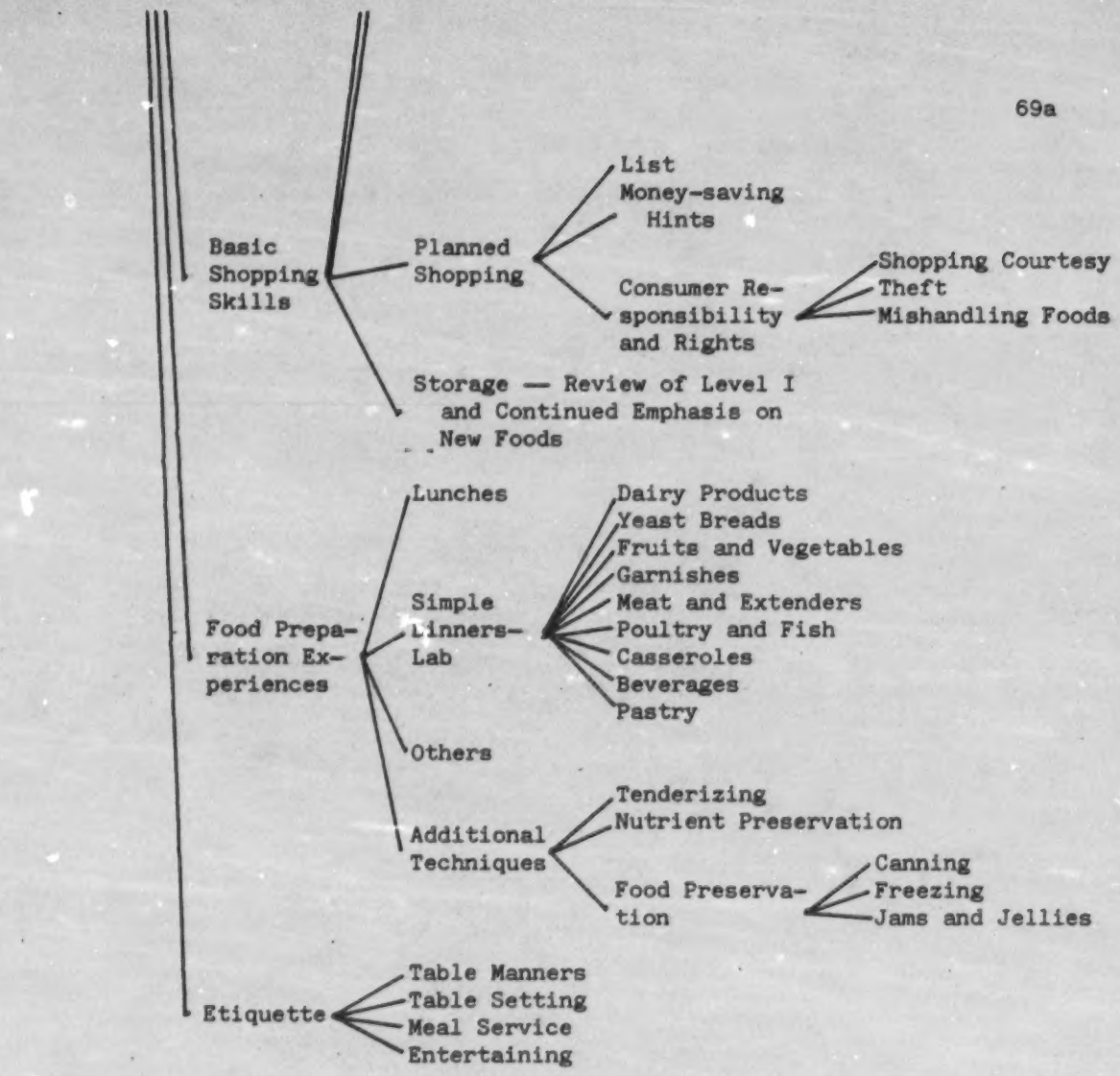
Upon completion of Level II, the student should be able to:

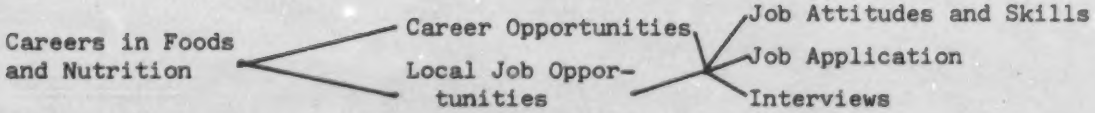
Kitchen Skills

1. Recognize prevention, causes and symptoms of food-borne illnesses.
2. Review kitchen and personal sanitation and safety.
3. Apply proper food storage techniques.
4. Identify and use proper conservation of resources in kitchen.
5. Organize time, equipment and energy to simplify tasks.
6. Demonstrate use, care, and safety of new equipment.
7. Identify and define new cooking terms and utensils.

FOODS AND NUTRITION - LEVEL II




Basic Shopping Skills
Planned Shopping
List
Money-saving Hints
Consumer Responsibility and Rights
Shopping Courtesy
Theft
Mishandling Foods
Storage — Review of Level I and Continued Emphasis on New Foods
Food Preparation Experiences
Lunches
Simple Dinners-Lab
Dairy Products
Yeast Breads
Fruits and Vegetables
Garnishes
Meat and Extenders
Poultry and Fish
Casseroles
Beverages
Pastry
Others
Additional Techniques
Tenderizing
Nutrient Preservation
Food Preservation
Canning
Freezing
Jams and Jellies
Etiquette
Table Manners
Table Setting
Meal Service
Entertaining


Careers in Foods and Nutrition
Career Opportunities
Local Job Opportunities
Job Attitudes and Skills
Job Application
Interviews

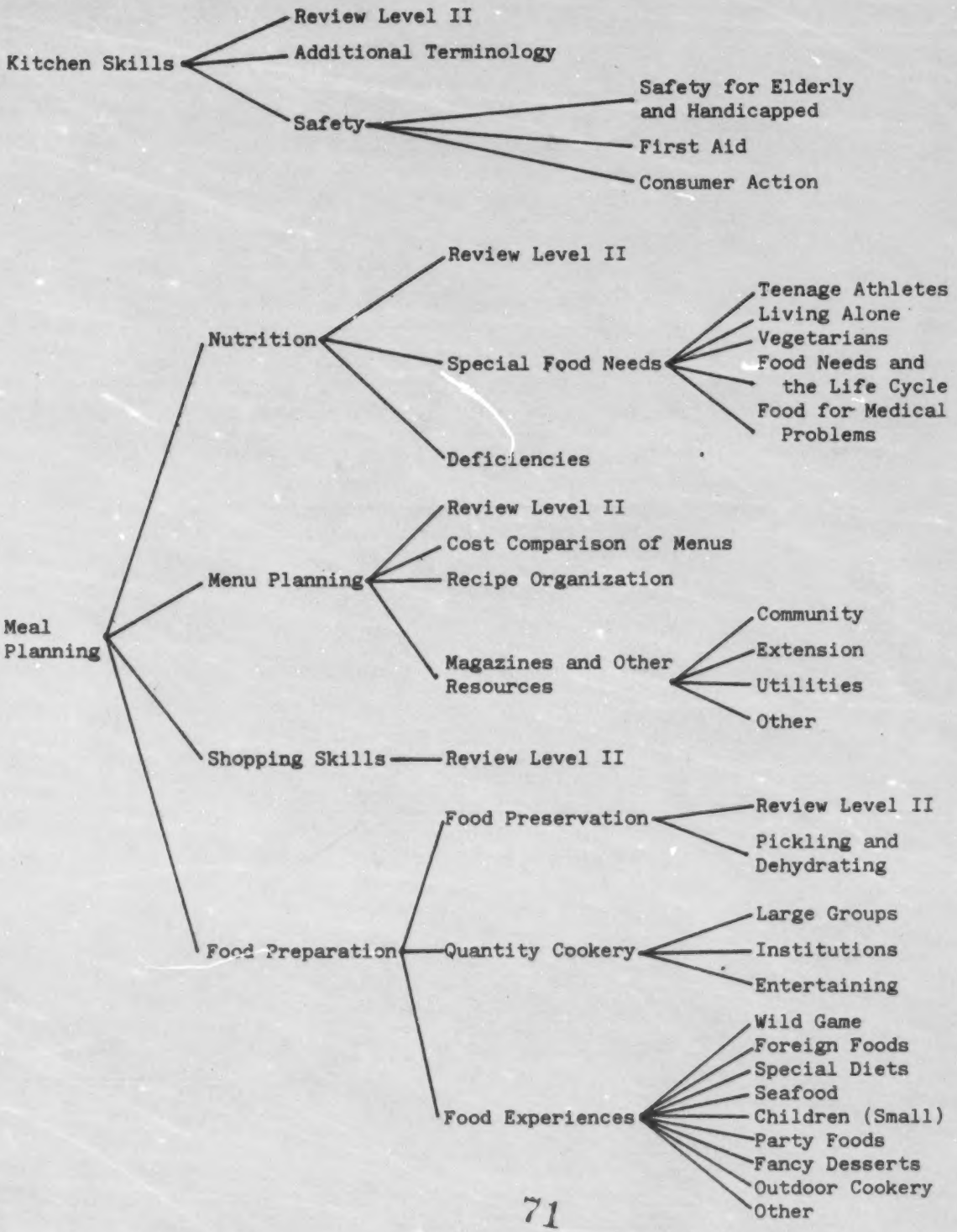
Meal Planning

8. Explain how food customs originate from ethnic background.
9. Evaluate influences and results of food choices.
10. Identify and evaluate additives, contaminants and food fads.
11. Analyze the effects of food and life styles on nutrition and health.
12. Review Basic Food Groups, the six essential nutrients and nutritional labeling.
13. Be aware of influences of life styles on meal patterns.
14. Appraise nutritional information on weight control and other special needs.
15. Plan nutritious meals considering texture, color, shape, flavor, temperature, variety, and garnishes.
16. Plan laboratory experiences for the wise use of time, money, energy, and human skill resources.
17. Recognize influences of shopping skills on budget and place of purchase.
18. Identify and analyze advertising techniques, unit pricing, labels, open dating, and store selling techniques.
19. Identify the importance of a shopping list and other money-saving techniques.
20. Be aware of consumer rights and responsibilities.
21. Recall food storage techniques.
22. Be familiar with new food storage techniques.
23. Plan lunches, simple dinners and other laboratory experiences using a variety of foods and preparation techniques.
24. Recall and apply proper table settings, service, and table manners.
25. Be familiar with the responsibilities and duties of entertaining.
26. Identify and use special techniques in food preparation and storage.

Careers

27. Appraise job attitudes and skills.
28. Know the importance of a job application and interview.

FOODS AND NUTRITION - LEVEL III



Upon completion of Level III, the student should be able to:

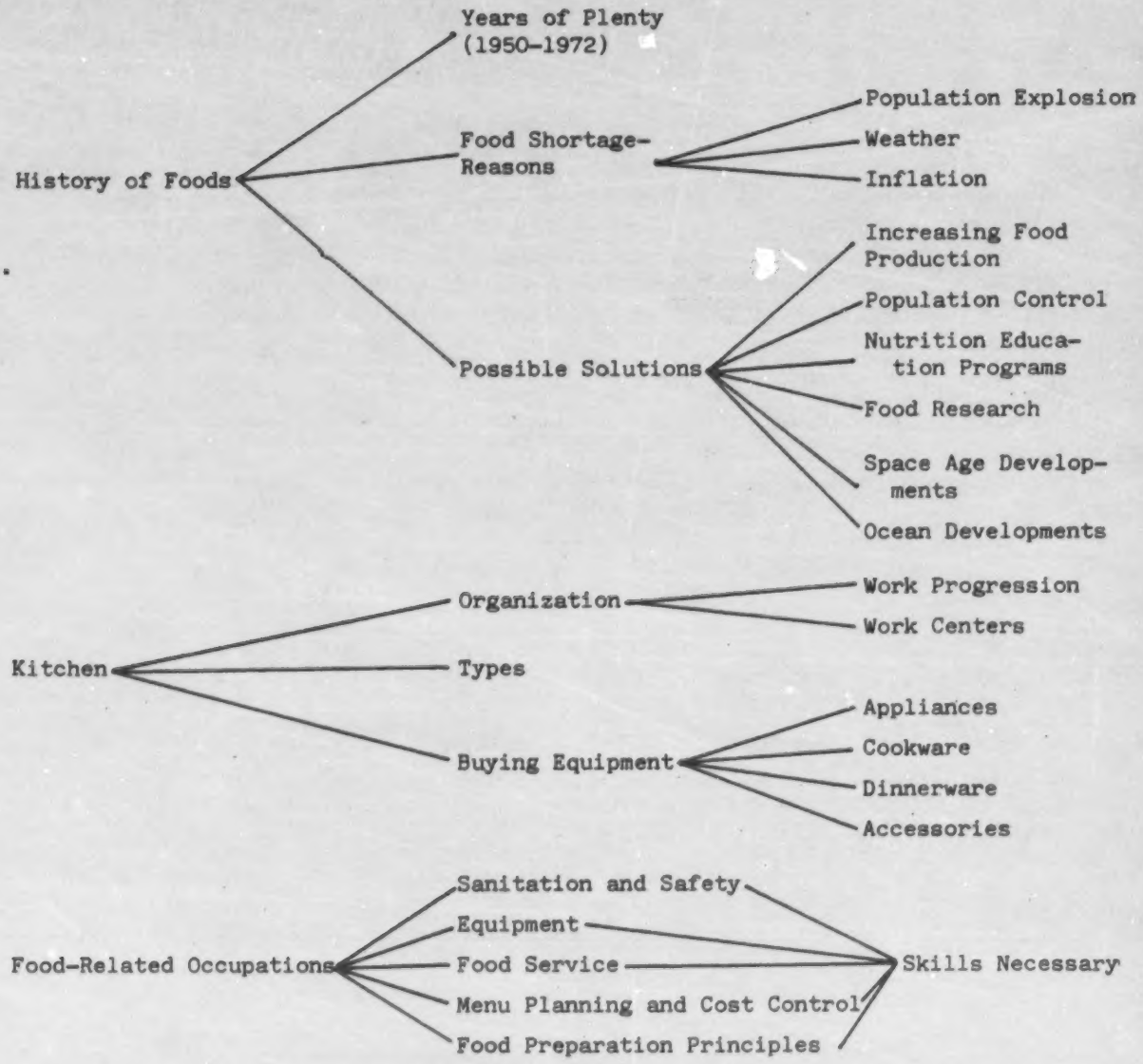
Kitchen Skills

1. Comprehend kitchen skills from Level II.
2. Identify and define new kitchen terminology.
3. Comprehend the necessity of safety and first aid in the kitchen.
4. Analyze importance of safety for elderly and handicapped.
5. Consider the rights and responsibilities of the consumer.

Meal Planning

6. Review and apply nutrition from Level II.
7. Develop plans for food needs of special groups.
8. Classify effects of nutritional deficiencies.
9. Recall methods of menu planning.
10. Compare cost of menu choices.
11. Organize recipes for menu planning.
12. Plan to use magazines, extension, utilities, community and other resources.
13. Recall shopping skills.
14. Review intermediate Level II of food preservation.
15. Be familiar with the procedures for canning, pickling and dehydrating.
16. Recognize techniques and equipment for quantity cookery.
17. Apply principles of entertaining.
18. Plan and prepare specialty foods.

FOODS AND NUTRITION - LEVEL III



History of Food
19. Consider causes and effects on food supply.
20. Consider possible solutions to improve food production.

Kitchen Planning
21. Classify efficient kitchen types, work areas and organization.
22. Evaluate the purchase of kitchen appliances, cookware, dinnerware, and accessories.

Food-Related Occupations
23. Recognize importance of government standards and job safety.
24. Distinguish the similarities and differences of home and commercial equipment.
25. Demonstrate the skills needed to serve food to the public.
26. Plan menus in varied quantities with consideration to cost control.
27. Use food preparation principles and skills.

HOUSING AND HOME FURNISHINGS

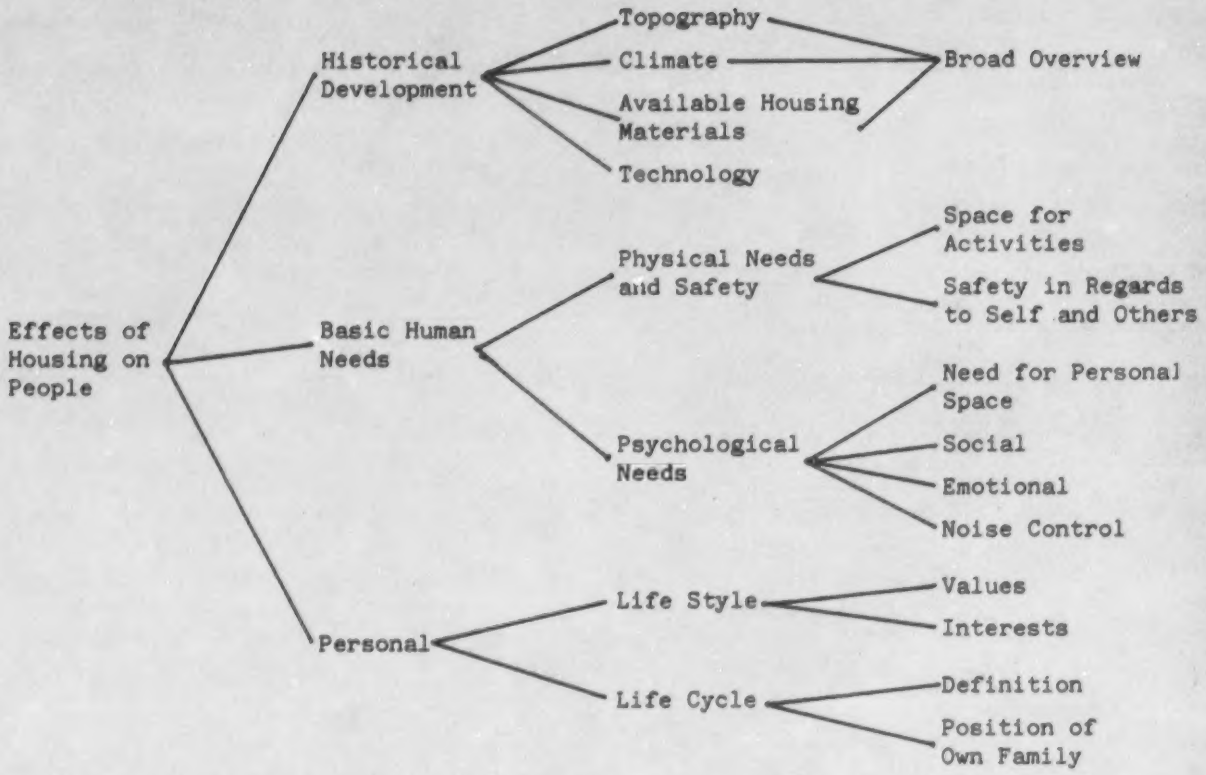
Preface

The following flow charts and learner outcomes were developed as a guideline. A teacher can pull from or add to a certain level depending upon the amount of time available, interests and/or abilities of students. A teacher will find it helpful to assess the needs of students and the community to determine what concepts and information should be stressed. Discretion should be used in areas where invasion of privacy may occur.

Learner outcomes were written from different levels and domains to add flexibility so that the teacher may adequately evaluate the students.

There are other special interest classes relating to housing and home furnishings such as upholstery, home crafts, drapery making, and furniture refinishing. Some of these could be developed into wage-earning classes. A team-teaching approach with other departments could be used.

HOUSING AND HOME FURNISHINGS - LEVEL I

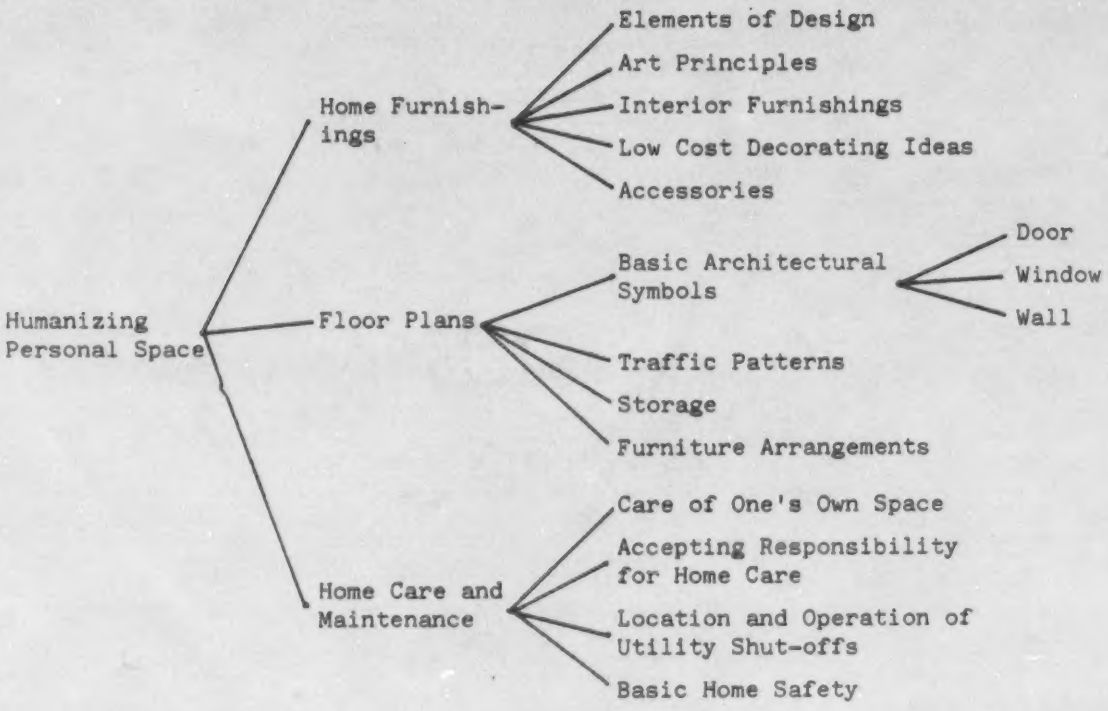


Upon completion of Level I, the student should be able to:

Effects of Housing on People

1. Explain how people developed housing in relation to the land, climate, materials and technology available to them.
2. Recognize types and amounts of space needed for different activities.
3. Recognize the need for safety in regard to self and others.
4. Identify basic needs.
5. Recognize how these needs affect one's housing.
6. Relate basic needs to one's individual situation.
7. Be familiar with the effect of noise on people.
8. Identify ways of controlling noise.
9. Identify stages of life cycle.
10. Be familiar with the basic needs of each stage in the life cycle.
11. Classify position of one's own family in life cycle.
12. Interpret family's present housing needs.
13. Identify values and their sources.
14. Analyze one's own values in relation to life style and housing.
15. Explain how values influence life style.
16. Explain how housing is affected by varying needs.

HOUSING AND HOME FURNISHINGS - LEVEL I



Humanizing Personal Space

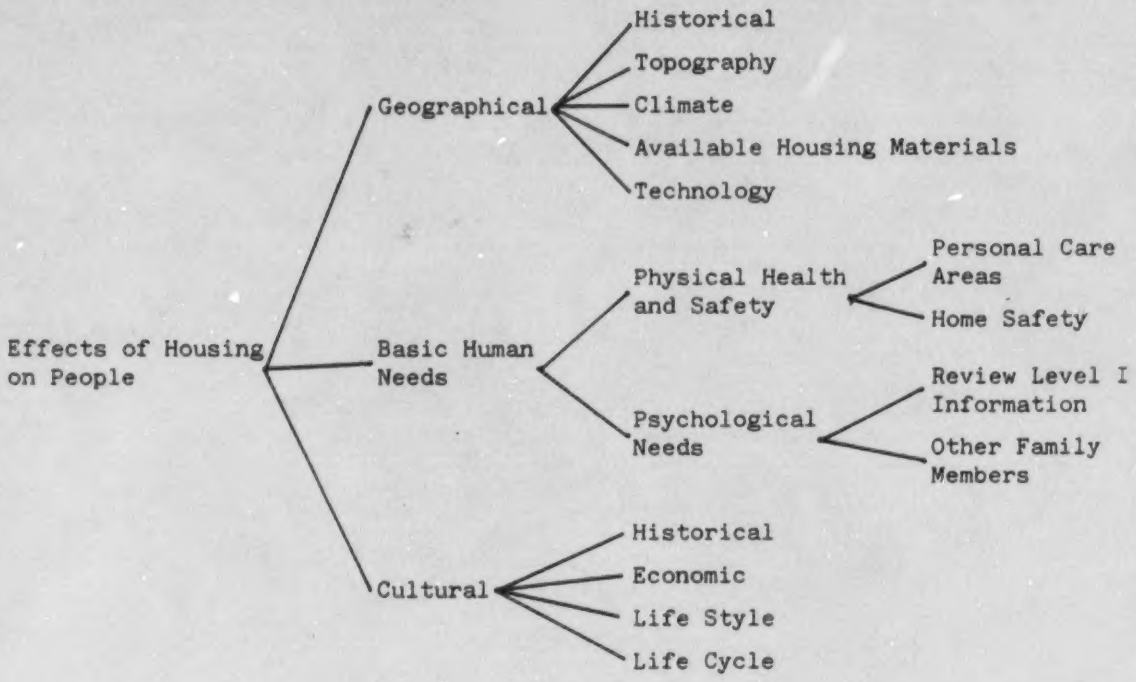
17. Identify the elements of design and art principles.
18. Classify examples according to elements of design and art principles.
19. Relate elements of design and art principles to interior furnishings.
20. Be familiar with ways of combining furnishings for a coordinated effect.
21. Seek information on low cost decorating ideas.
22. Identify various types of accessories in the home.
23. Choose accessories and furnishings that express family needs, values and interests.
24. Select furnishings and accessories to give a coordinated appearance to a room.
25. Identify basic architectural symbols, such as a door, window, wall.
26. Recognize traffic patterns as related to floor plans.
27. Recognize the need for adequate storage in each living area.
28. Choose ways to add low cost storage where problems exist.
29. Be familiar with the principles of furniture arrangement.
30. Analyze examples for good traffic patterns, storage, and furniture arrangements.
31. Develop activity areas within a room through the arrangement of furniture.
32. Recognize the importance of caring for one's own space.
33. Identify home care products and their uses.
34. Demonstrate methods for solving home care problems.
35. Locate and operate utility shut-offs in the home.
36. Identify and correct potential home hazards.
37. Develop guidelines for home safety.
38. Know basic first aid for common home injuries.

HOUSING AND HOME FURNISHINGS - LEVEL I

Careers ———————— Careers Related to Housing

Careers ——————————39. Be familiar with various careers in the field of housing.

HOUSING AND HOME FURNISHINGS - LEVEL II

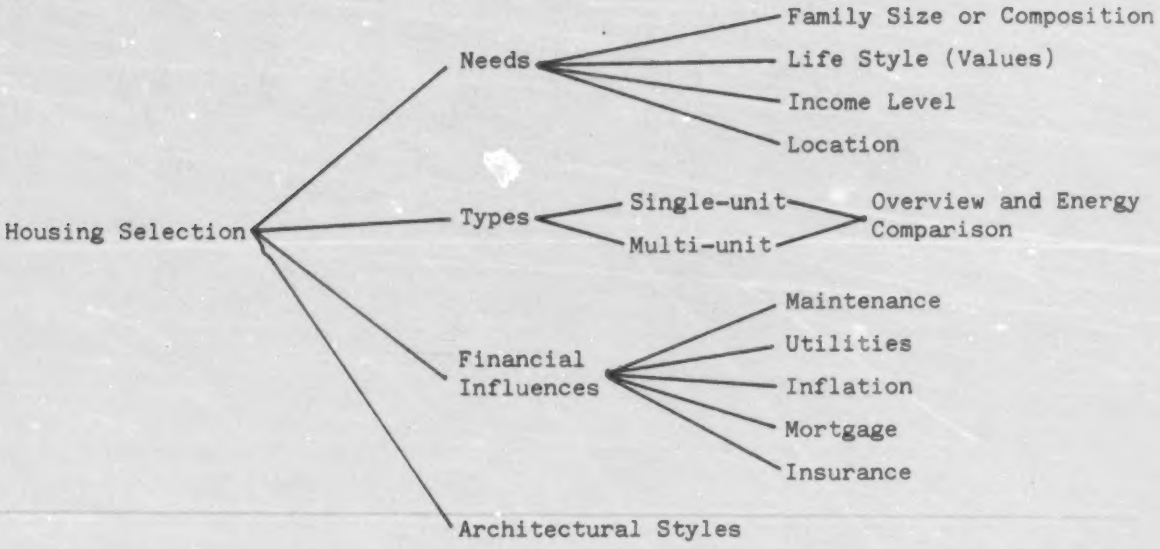


Upon completion of Level II, the student should be able to:

Effects of Housing on People

1. Consider housing possibilities for a geographical area related to geography, history, topography, climate, available housing materials, and technology.
2. Evaluate personal care areas for physical health and safety.
3. Evaluate various safety equipment for home protection.
4. Analyze the home and its equipment for family safety.
5. Relate the various psychological needs of one's self and others to housing requirements.
6. Identify the historical influences in American housing.
7. Recognize the effects of economic differences on housing -- past and present.
8. Consider the options in life style influenced by individual values and interests.
9. Evaluate housing for fulfilling needs at stages of the life cycle.

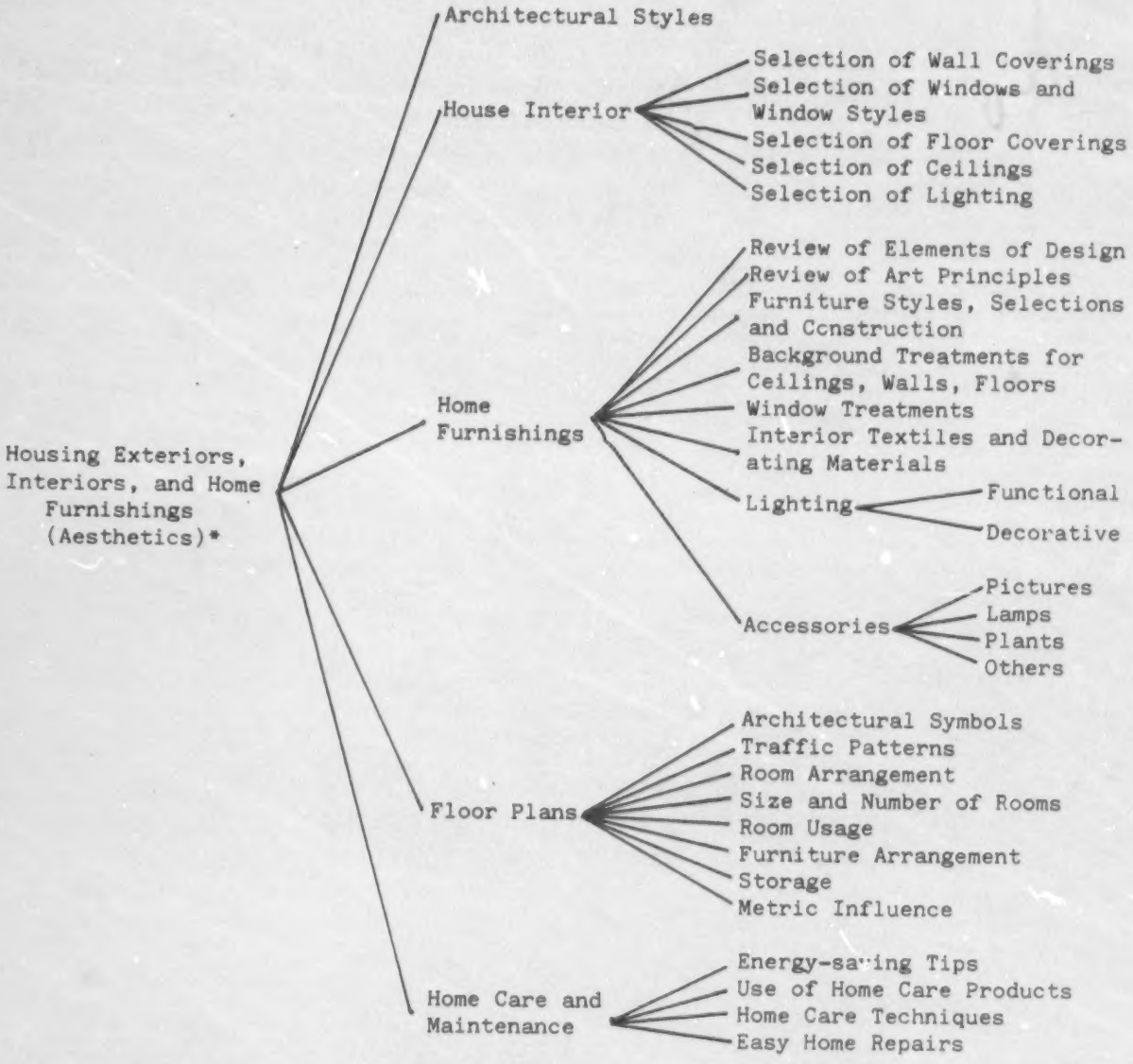
HOUSING AND HOME FURNISHINGS - LEVEL II



Housing Selection

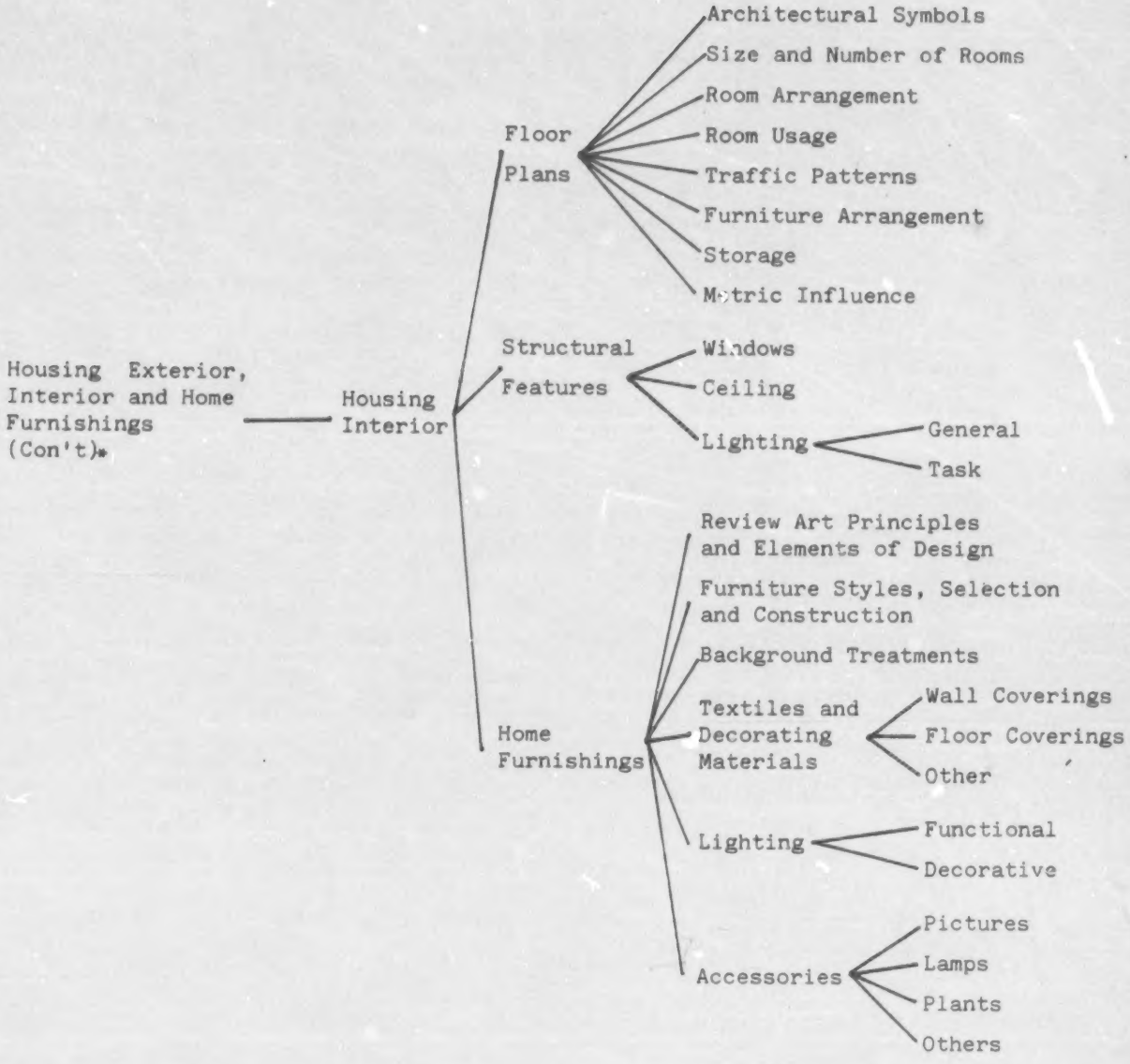
10. Select housing to fit needs relating to family size or composition, life style, income level and location.
11. Seek information about types of housing classified as single- or multi-unit dwellings.
12. Identify uses of energy in the home.
13. Compare costs of traditional and non-traditional forms of energy for home use.
14. Be familiar with financial influences related to housing.
15. Recognize different architectural styles.

HOUSING AND HOME FURNISHINGS - LEVEL II



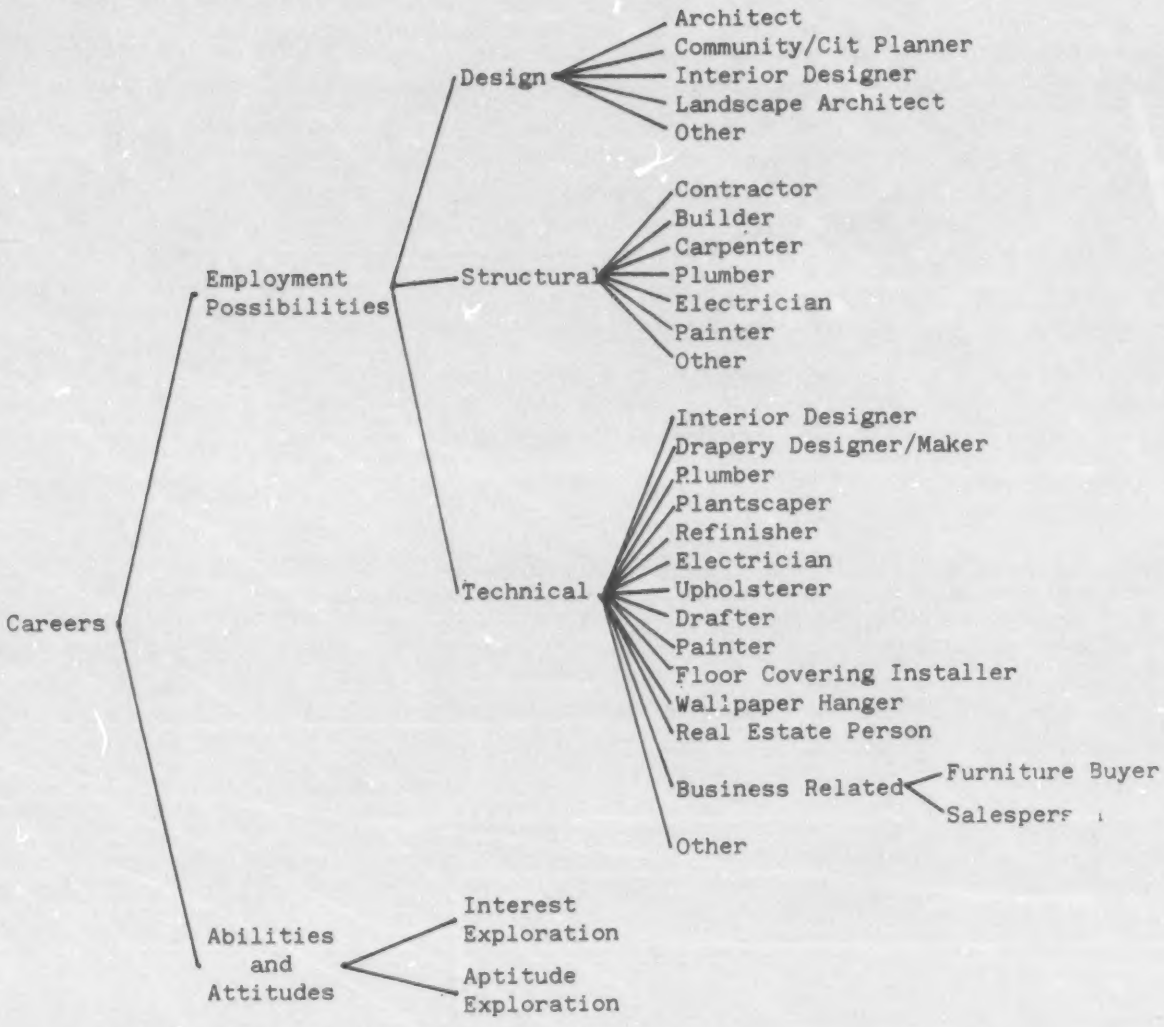
*See Learner Outcomes on Page 90.

HOUSING AND HOME FURNISHINGS - LEVEL II



*See Learner Outcomes on Page 90.

HOUSING AND HOME FURNISHINGS - LEVEL II



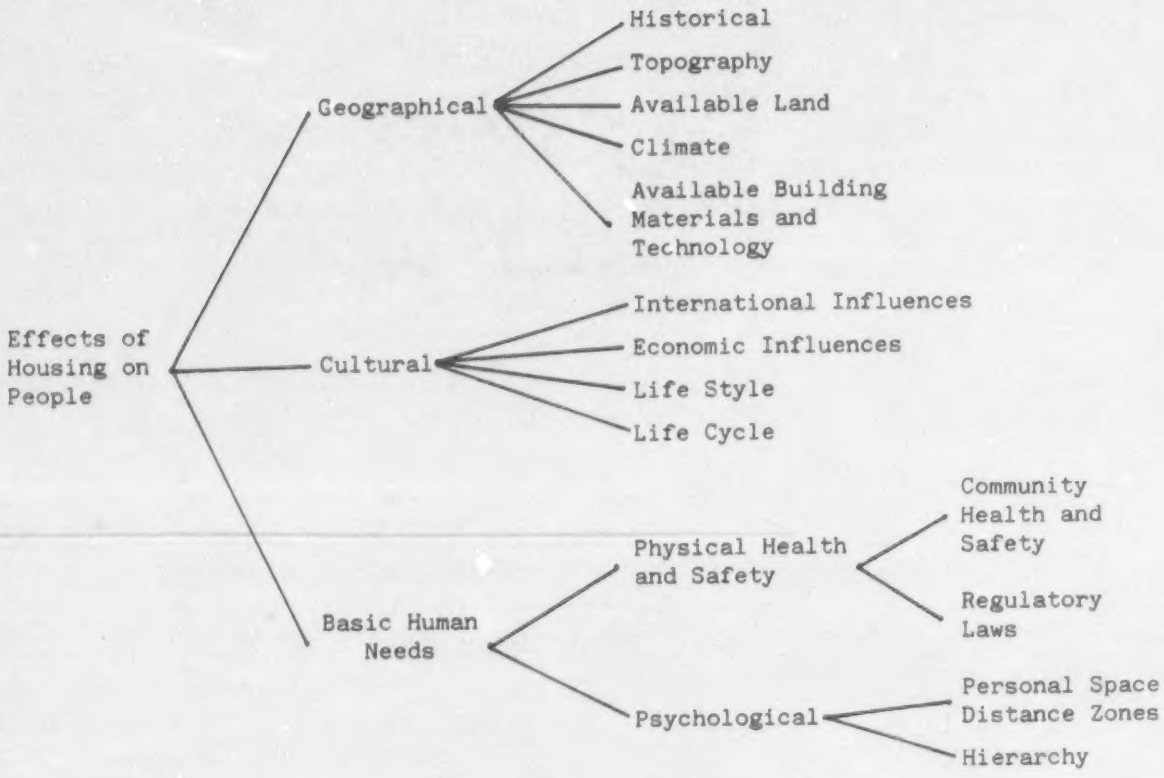
Housing Exterior, Interiors, and Home Furnishings

16. Identify principles of room arrangement, usage, size and number according to family requirements.
17. Recall basic architectural symbols, furniture arrangements, storage and use of traffic patterns from Level I.
18. Design a floor plan based on specific needs.
19. Be familiar with the types and styles of windows and characteristics of each.
20. Be familiar with the types of ceilings available and the characteristics of each.
21. Be familiar with the types of lighting and characteristics of each.
22. Analyze home furnishings in relation to elements of design and art principles.
23. Recognize different furniture styles.
24. Analyze characteristics of materials and construction techniques when selecting furniture for specific needs.
25. Be familiar with background treatments for ceilings, walls and floors.
26. Identify window treatments.
27. Choose window treatments to produce desired effects.
28. Be familiar with characteristics, use of interior textiles and decorating materials.
29. Be familiar with types of wall and floor coverings and characteristics of each.
30. Select wall coverings, ceilings, windows, floor coverings and lighting to meet specific needs.
31. Recognize lighting requirements for specific tasks.
32. Be familiar with ways to use light to enhance interiors.
33. Recognize the variety of accessories available and their value to a pleasing home environment.
34. Plan an interior area using art principles and elements of design related to home furnishings.
35. Formulate a list of energy-saving tips.
36. Evaluate products related to home care and maintenance.
37. Demonstrate different home care technqiues.
38. Know simple home repair techniques.

Careers

39. Seek information on employment possibilities in the field of housing.
40. Appraise individual abilities, aptitudes and attitudes in relation to housing careers.

HOUSING AND FURNISHINGS - LEVEL III

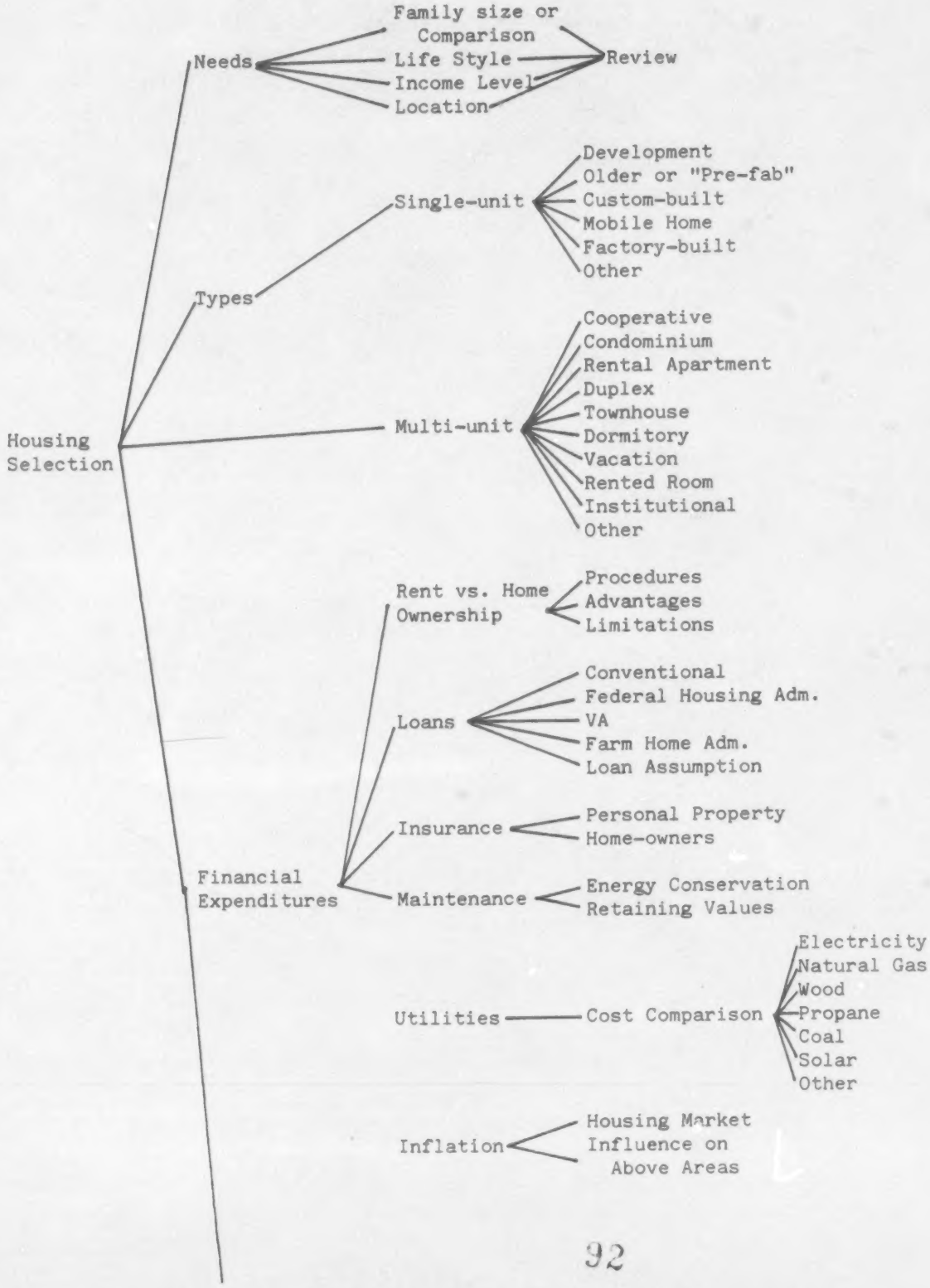


Upon completion of Level III, the student should be able to:

Effects of Housing on People

1. Analyze the geographical influences of housing on people — past, present and future.
2. Recognize ways that international influences, economic factors, life style and life cycle affect housing preferences.
3. Relate community health and safety practices to basic human needs.
4. Identify the purpose of regulatory laws in respect to physical health and safety.
5. Formulate regulatory laws that solve specific health and safety problems.
6. Relate the hierarchy of needs and personal space distance zones to the psychological effects of housing on people.

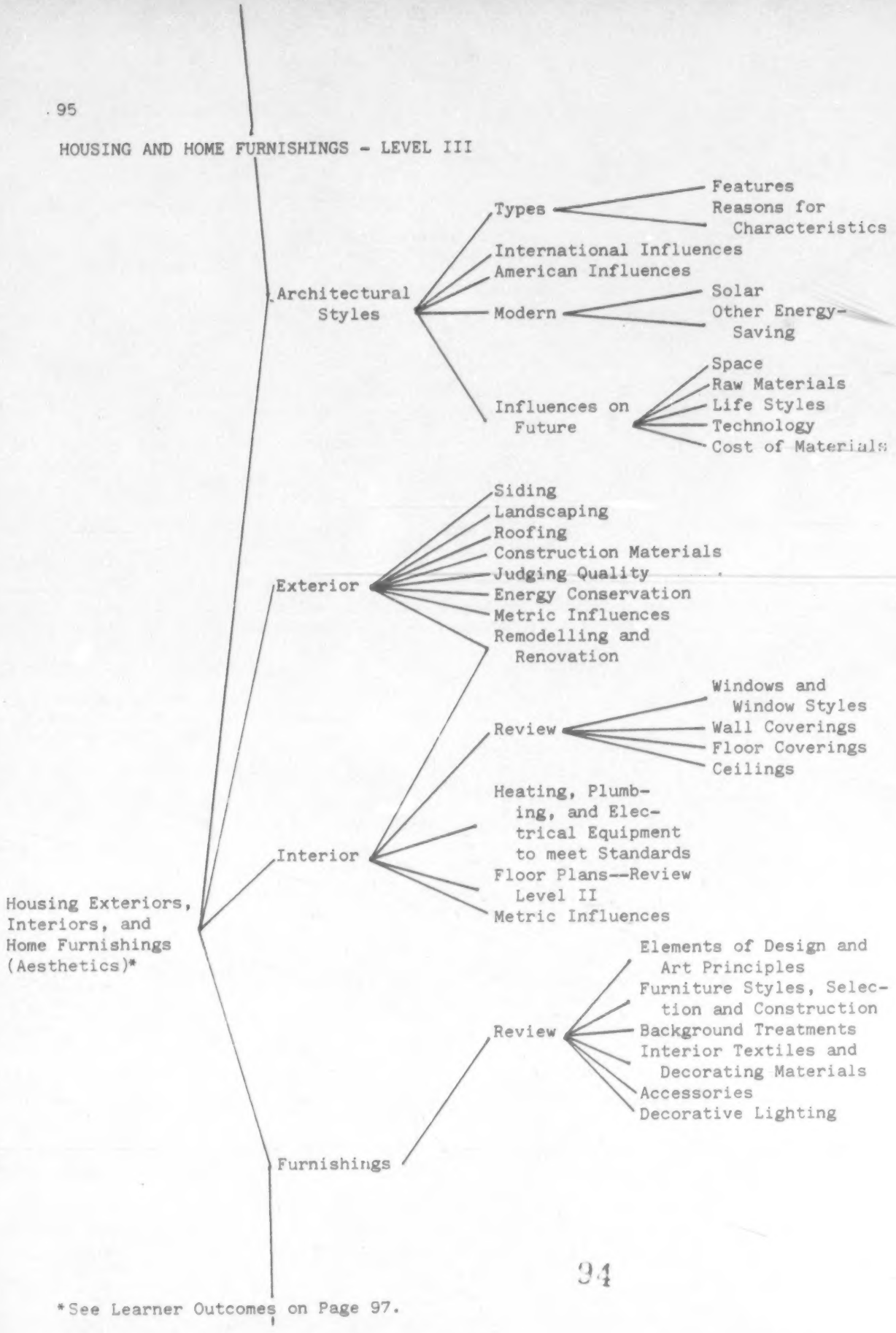
HOUSING AND HOME FURNISHINGS - LEVEL III



Housing Selection

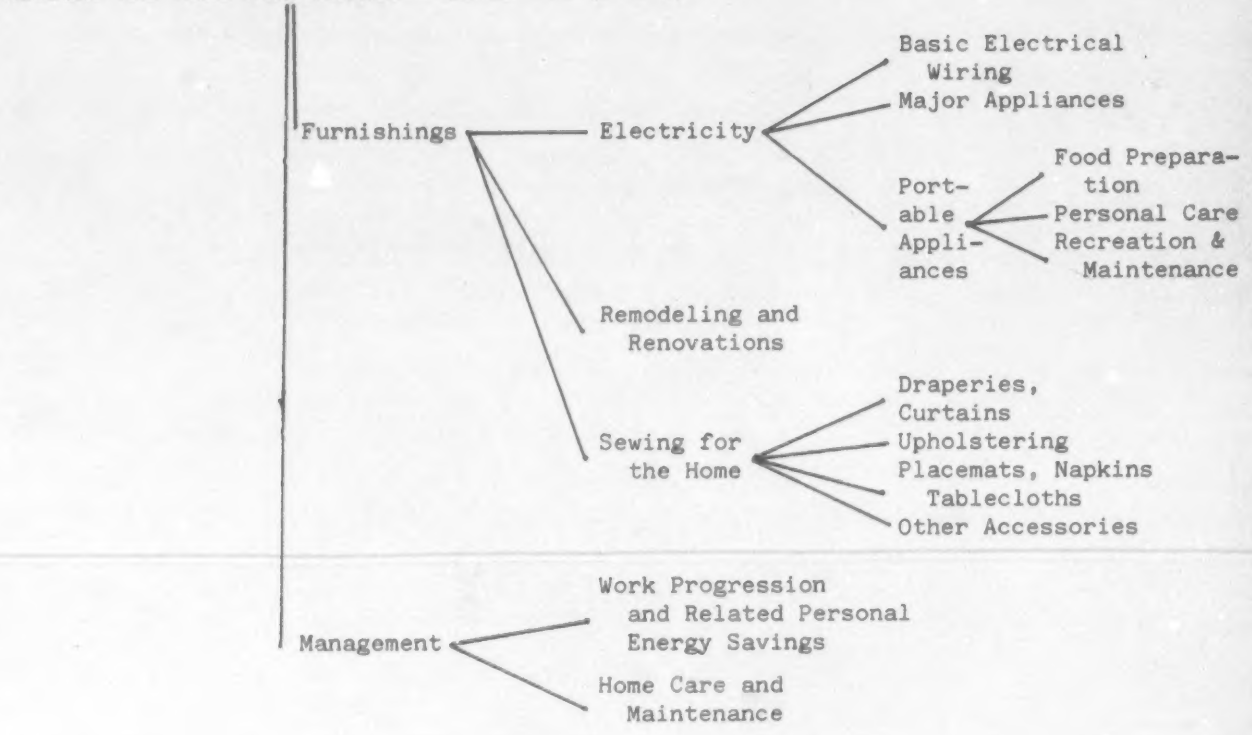
7. Select housing to fit family needs. (Review Level II)
8. Recognize the characteristics of each type of housing.
9. Analyze the potential for each type of unit.
10. Be familiar with the procedures involved in renting or buying a home.
11. Recognize advantages and disadvantages of renting and home ownership.
12. Be familiar with the types of financing available for home ownership.
13. Recognize the importance of personal property and/or homeowners insurance for individual property protection.
14. Identify the types and components of insurance protection available.
15. Recognize the importance of home maintenance for energy conservation.
16. Be familiar with the importance of maintenance for retention of property value.
17. Seek information on costs of installation, operation and maintenance of utilities.
18. Be familiar with the effects of inflation on housing choices, market conditions and other financial expenditures.

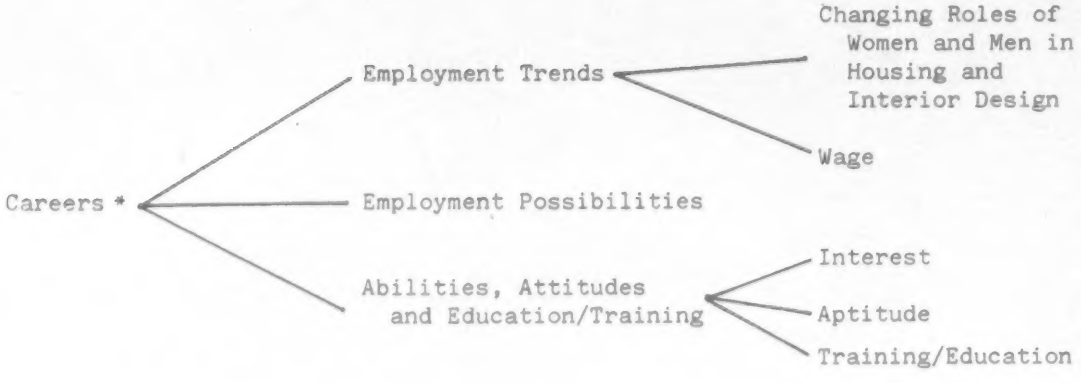
HOUSING AND HOME FURNISHINGS - LEVEL III



*See Learner Outcomes on Page 97.

HOUSING AND HOME FURNISHINGS - LEVEL III (Con't)





*See Learner Outcomes on Page 98.

Housing Exterior and Interior and Home Furnishings

20. Explain reasons for the development of different style characteristics.
21. Identify American and international influences on architectural styles.
22. Analyze the effects of solar and other alternative energy services on architectural styles.
23. Formulate future housing alternatives.
24. Be familiar with exterior components of residential housing and characteristics of each.
25. Relate the importance of landscaping to the monetary and aesthetic value of property.
26. Recognize the environmental and energy saving benefits of landscaping.
27. Compare building materials and techniques to their energy conservation properties.
28. Recognize possibilities for remodeling or renovating existing dwellings.
29. Be familiar with standards related to the home building industry including heat, plumbing and electrical equipment.
30. Recognize influences of metrification on the housing industry.
31. Recall information on floor plans related to work efficiency.
32. Recall home furnishings information from Level II.
33. Know the basic components of the home electrical system.
34. Demonstrate proper use and care of major and portable home appliances.
35. Select portable appliances according to cost, quality, safety and versatility.
36. Consider the possibilities for remodeling and renovating home furnishings.
37. Recognize the importance of sewing for the home.
38. Evaluate floor plans related to work progression and personal energy savings.
39. Recall maintenance techniques from Level II.
40. Plan management of home care and maintenance.

Housing Careers

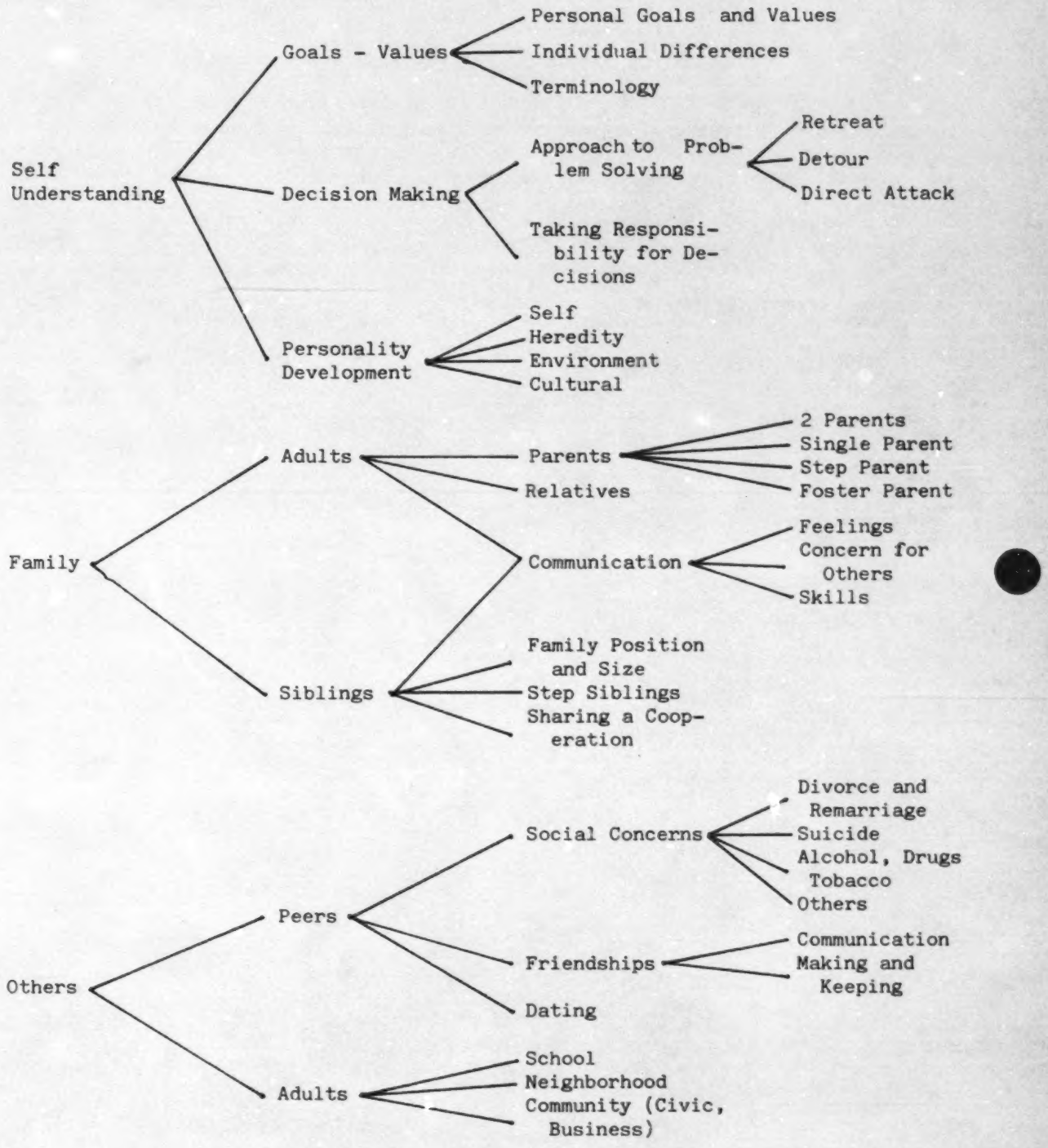
41. Investigate the employment trends in the housing industry including roles and wages.
42. Consider employment possibilities in the field of housing.
43. Assess one's own interests and aptitudes related to housing careers.
44. Appraise housing careers for necessary education and training requirements.

HUMAN DEVELOPMENT

Preface

The following flow charts were designed with the understanding that Relationships, Parenting and Child Development are interrelated. It is recommended that teachers within a school district coordinate planning to develop a thorough course of study in Human Development. Teachers may use these charts separately or combined in any manner to meet the needs of the students, school and community. Teacher discretion should be used regarding some subject matter areas.

HUMAN DEVELOPMENT (RELATIONSHIPS) - LEVEL I



Upon completion of Level I the student should be able to:

Self Understanding

1. Define personal goals and values.
2. Clarify personal values.
3. Recognize short and long term goals.
4. Develop short term personal goals.
5. Consider present long term goals.
6. Recognize individual differences in personal goals and values.
7. Be familiar with approaches to problem solving.
8. Make a decision using the problem solving technique of direct attack.
9. Interpret the influences that heredity, environment, culture and self on personality development.
10. Recognize one's influence on personality development and self esteem.
11. Identify positive personal attributes to strengthen self esteem.
12. Understand personal feelings and emotions.

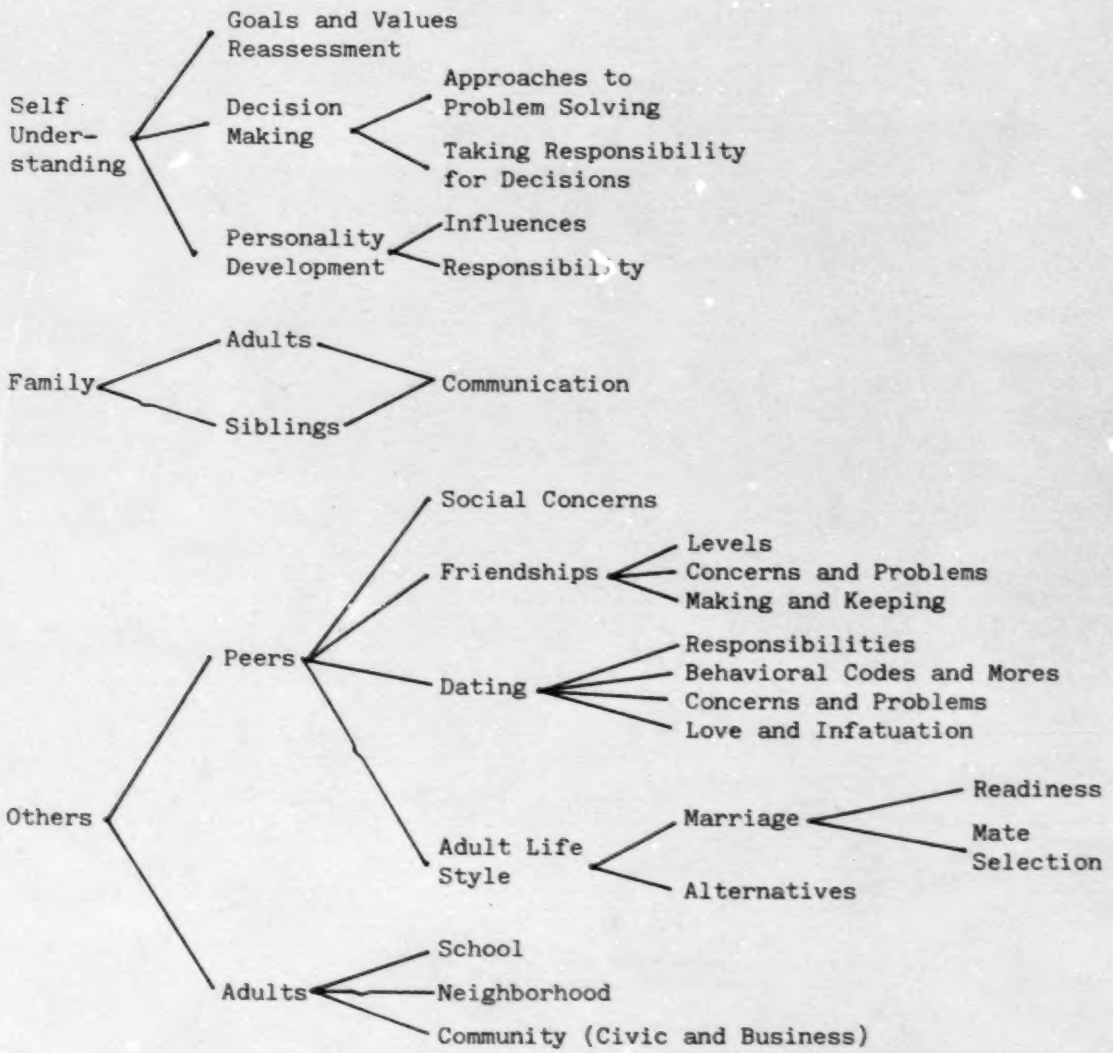
Family

13. Identify roles of family members.
14. Recognize needs and differences of family members.
15. Recognize the behavior of individual family members and its effect upon the family.
16. Interpret feelings and concerns.
17. Be familiar with communication skills leading to positive interaction.

Others

18. Comprehend ways to share and cooperate within the family.
19. Distinguish needs of people in various situations.
20. Explain personal goals and values in relation to parental and peer pressure.
21. Recognize the value of making and keeping friends.
22. Develop and use communication skills in friendships.
23. Identify one's readiness and responsibility for dating.
24. Recognize parents' values and concerns about dating.
25. Help parents understand one's feelings.
26. Attempt to understand parental feelings about dating.
27. Begin to formulate personal standards of dating behavior.
28. Develop relationships with adults outside of the family.

HUMAN DEVELOPMENT (RELATIONSHIPS) - LEVEL II



Upon completion of Level II, the student should be able to:

Self Understanding

1. Analyze present personal goals and values.
2. Redefine current goals and values in relation to present position in life.
3. Apply problem solving techniques to decisions.
4. Assume responsibility for decisions.
5. Analyze the effect that heredity, environment, culture and self have on personality development.
6. Formulate a plan for personal growth.

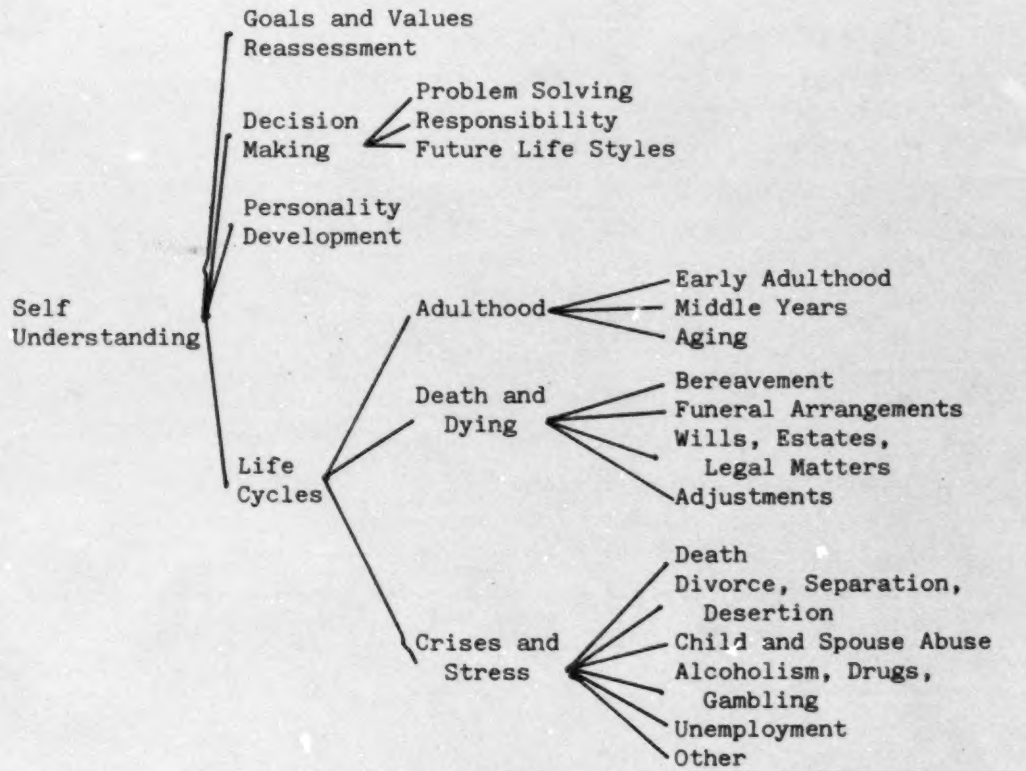
Family

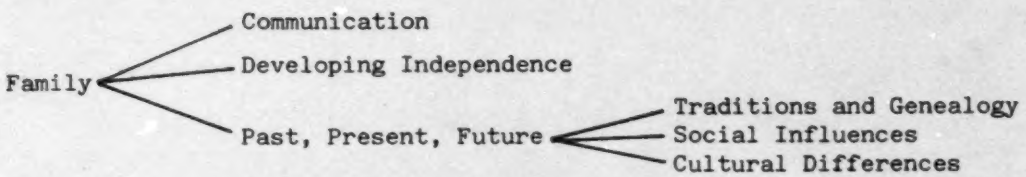
7. Analyze roles of family members.
8. Comprehend needs and differences of family members.
9. Develop an understanding and appreciation of family members.
10. Develop an understanding for the continuing transition of family members and the influence upon the family.
11. Develop ways for sharing and cooperating in family life.
12. Develop attitudes which will strengthen family relationships.
13. Recognize conflict in family life.
14. Formulate solutions to issues and conflicts.
15. Recognize other peoples' feelings and concerns.
16. Continue to develop communications skills.

Others

17. Analyze needs of people in various situations.
18. Formulate personal goals and values in relation to parental and peer pressure.
19. Distinguish the different levels of friendships.
20. Analyze the influence of peer pressure on friendships.
21. Develop skills for making and keeping friends.
22. Recognize function of dating.
23. Be aware of responsibilities inherent to dating.
24. Formulate personal standards of dating behavior.
25. Recognize problems of dating.
26. Recognize differences between love and infatuation.
27. Recognize different adult life styles.
28. Analyze personal readiness for adult life styles.
29. Develop criteria for mate selection.
30. Continue to develop effective relationships with adults.

HUMAN DEVELOPMENT (RELATIONSHIPS) - LEVEL III





Upon completion of Level III, the student should be able to:

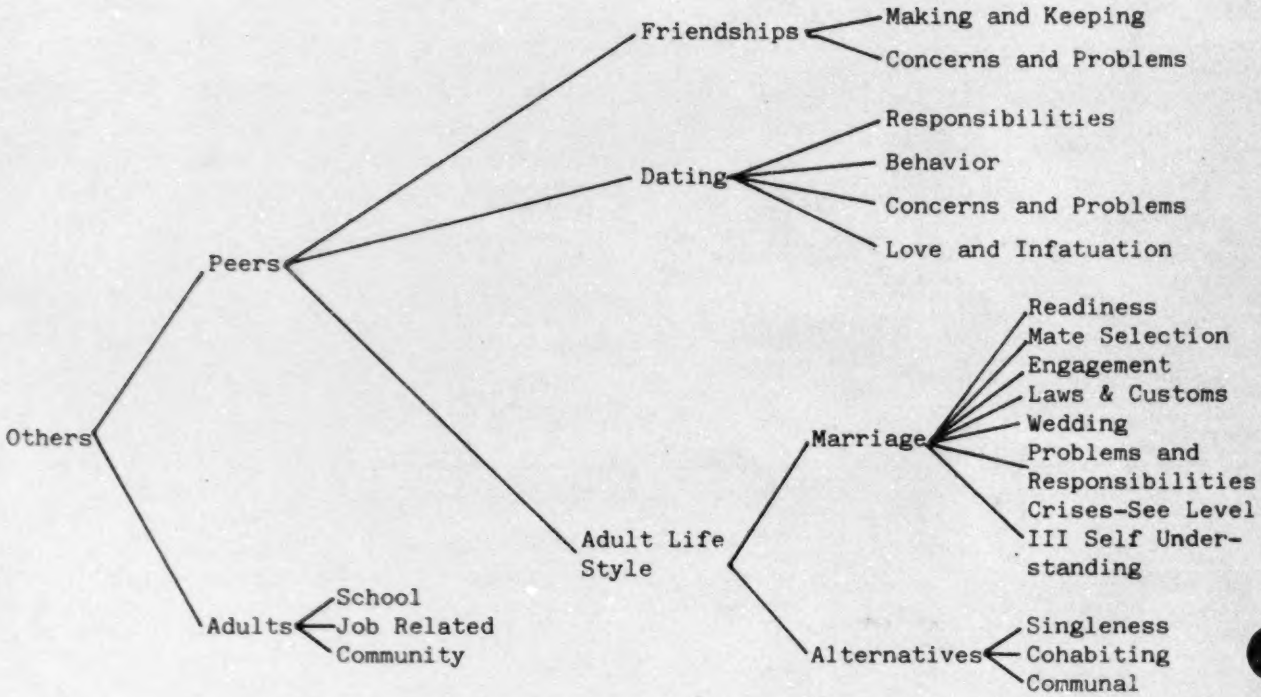
Self Understanding

1. Reassess current goals and values in relation to present and future life style.
2. Evaluate problem solving techniques.
3. Appraise one's ability in making responsible decisions and resolving conflict.
4. Assess personality characteristics to enhance self understanding and build self esteem.
5. Recognize in each stage the satisfactions, crises and stress.
6. Develop the skills necessary to cope with stages of the life cycle.
7. Identify agencies that assist in dealing with stress.
8. Identify possible crisis that families and individuals encounter.
9. Identify behavior resulting from life crises.
10. Evaluate techniques to aid in coping with crises.
11. Interpret the possibility of positive outcomes following crises.

Family

12. Understand why communication and attitudes are important in building relationships.
13. Use skills that will improve communication.
14. Consider ways to strengthen family relationships.
15. Identify the functions which families fulfill.
16. Recognize the need for independence.
17. Design ways for responsible independence.
18. Understand the influence of traditions and genealogy on the family.
19. Analyze values of family tradition.
20. Investigate society's influence on the family.
21. Appreciate cultural differences of family systems.
22. Recognize advantages and disadvantages of mixed cultures within the family.
23. Discuss the changing of the family as a unit.

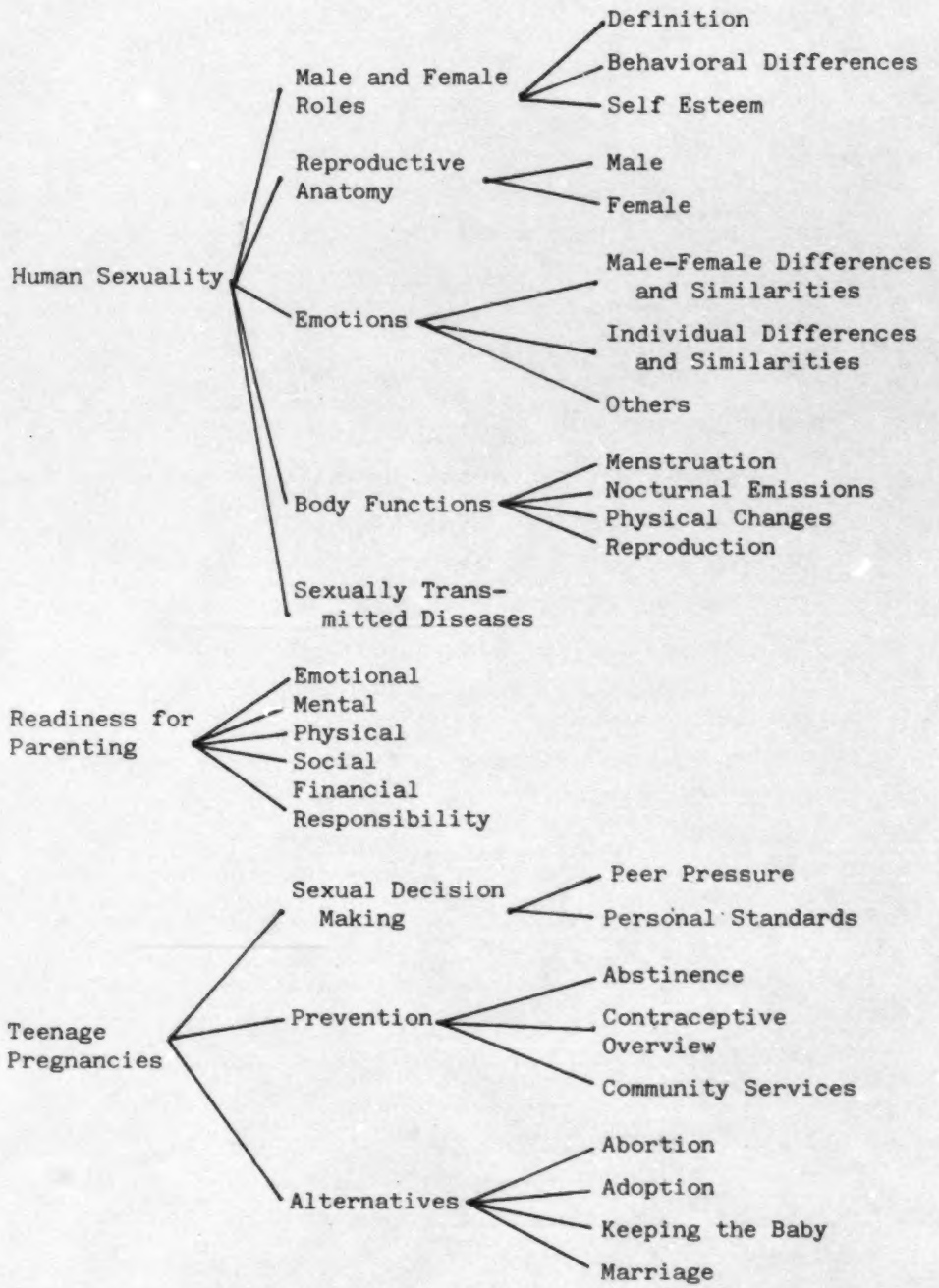
HUMAN DEVELOPMENT (RELATIONSHIPS) - LEVEL III



Others

24. List personality characteristics that influence getting along with others.
25. Formulate skills in dealing with concerns and problems of friendship.
26. Analyze specific functions of dating.
27. Evalute one's assets and liabilities as a date.
28. Create plans for successful dating.
29. Describe important factors in choosing a date partner.
30. Understand the responsibilities of sexual behavior.
31. Describe common dating problems.
32. Analyze effects of steady dating.
33. List basic causes of conflict between parents and children during the dating years.
34. Analyze the differences between love and infatuation.
35. Evalute personal readiness for marriage.
36. Appraise the positive and negative aspects of marriage.
37. Analyze problems that go with youthful marriages.
38. Discuss how family background affects mate selection.
39. List characteristics to increase one's chances of a successful marriage.
40. Determine individual differences that cause difficult adjustment in marriage.
41. Identify the purpose of the engagement period.
42. Become familiar with the marriage laws and customs.
43. Recognize the economic and social factors involved in a wedding.
44. Analyze the relation between one's problem solving ability and success in marriage.
45. Identify the responsibilities of marriage.
46. Appraise the positive and negative aspects of different adult life styles.
47. Identify types of communal living.
48. Relationships in the school, community and on the job.

HUMAN DEVELOPMENT (PARENTING) - LEVEL I



Upon completion of Level I, the student should be able to:

Human Sexuality

1. Discuss human sexuality and self esteem.
2. Identify traditional and changing roles of men and women in today's societies.
3. Know basic reproductive anatomy.
4. Understand the role of emotions in the reproductive process.
5. Be aware of individual emotional differences.
6. Know basic body functions.
7. Understand varied stages of physical development.
8. Be aware of causes, symptoms and consequences of sexually transmitted diseases.
9. Develop knowledge of the reproductive process.
10. Identify community services available.

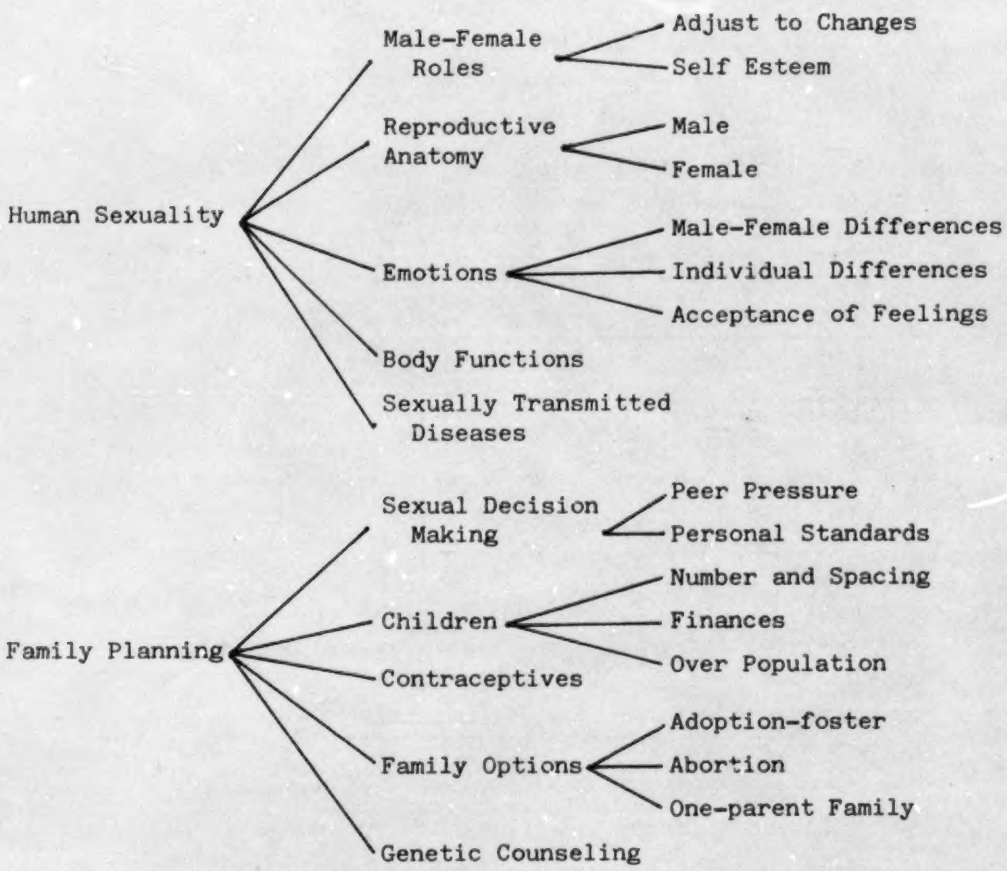
Readiness for Parenting

11. Recognize parenting responsibilities.
12. Identify characteristics for mature parenting.

Teenage Pregnancies

13. Apply the decision making process to sexual behavior.
14. Reassess personal goals and values.
15. Identify methods of contraception.
16. Be aware of available community services.
17. Discuss alternatives to parenthood.
18. Analyze the advantages and disadvantages of teenage parenthood.

HUMAN DEVELOPMENT (PARENTING) - LEVEL II



Upon completion of Level II, the student should be able to:

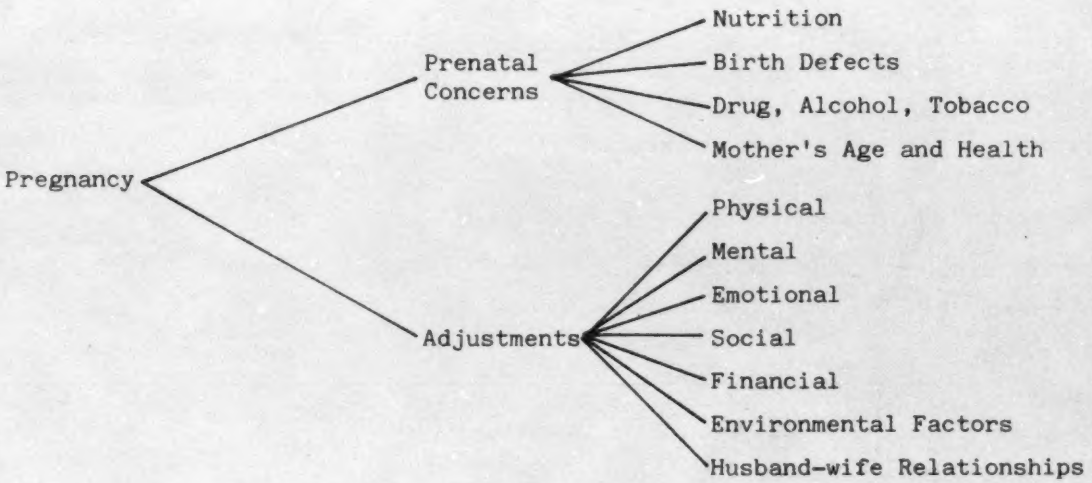
Human Sexuality

1. Analyze human sexuality and self esteem.
2. Clarify personal values in relation to changing roles of men and women.
3. Recognize adjustments necessary for the changing roles of male and female.
4. Explain anatomy and reproduction.
5. Analyze the role of emotions in the reproductive process.
6. Appreciate individual differences.
7. Understand emotions and accept feelings involving those emotions.
8. Apply the knowledge of body functions to personal growth and development.
9. Classify sexually transmitted diseases according to the symptoms.
10. Consider the effects of sexually transmitted diseases on the individual, family and society.
11. Identify community services.

Family Planning

12. Interpret personal values in relation to sexual decision making.
13. To appreciate the complexities of a couple making a decision.
14. Identify the power of peer pressure on sexual decision making.
15. Appraise aspects related to becoming a parent.
16. Identify reasons why some couples remain childless.
17. Discuss steps in preparing to be a successful parent.
18. Discuss personal values in regard to number and spacing of children.
19. Investigate social, financial, and religious implications of family size.
20. Analyze advantages and disadvantages of methods of contraception.
21. Evaluate personal and family values in regard to the use of contraceptives.
22. Investigate various family options.
23. Interpret family options in regard to personal goals and values.
24. Be aware of genetic counseling.

HUMAN DEVELOPMENT (PARENTING) - LEVEL II



Pregnancy

25. Identify hereditary and environmental influences on the unborn child.
26. Discuss how pregnancy changes family roles, values and goals.
27. Discuss adjustments made during pregnancy for the individuals involved.

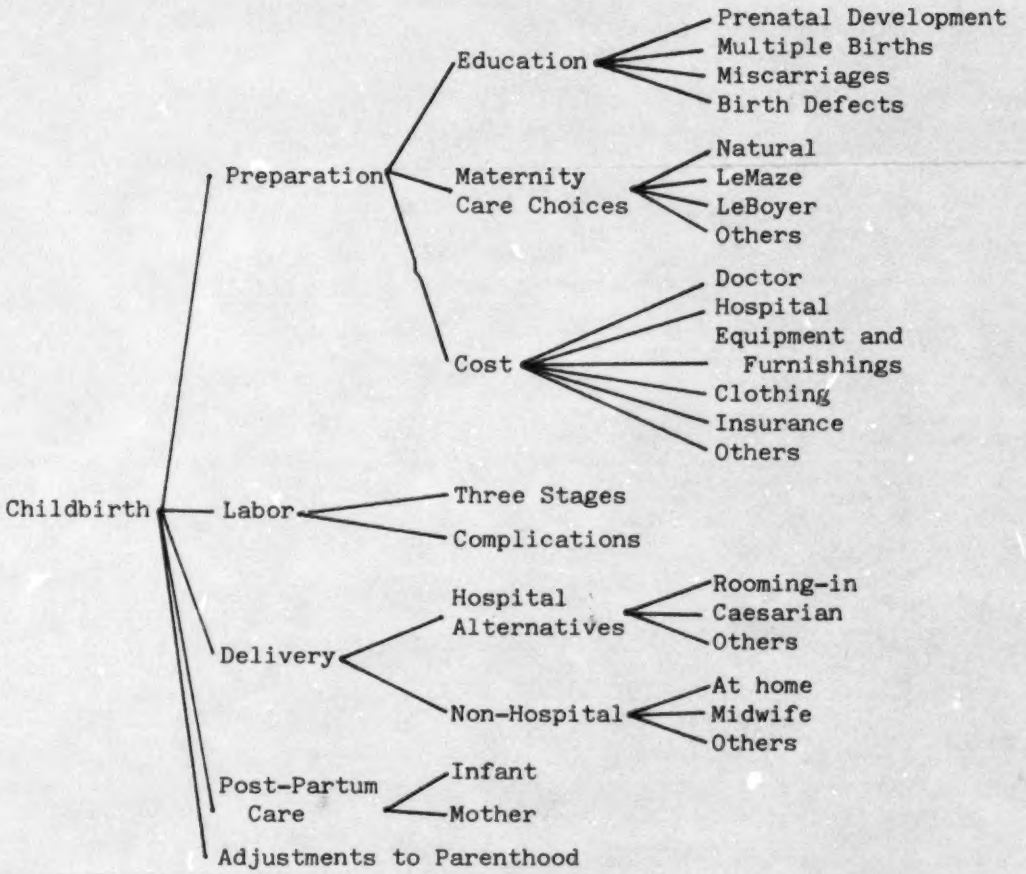
HUMAN DEVELOPMENT (PARENTING) - LEVEL III

Sexuality -- Refer to Level II

Reproduction -- Refer to Level II

Family Planning -- Refer to Level II

Pregnancy -- Refer to Level II



Sexuality
Reproduction
Family Planning
Pregnancy

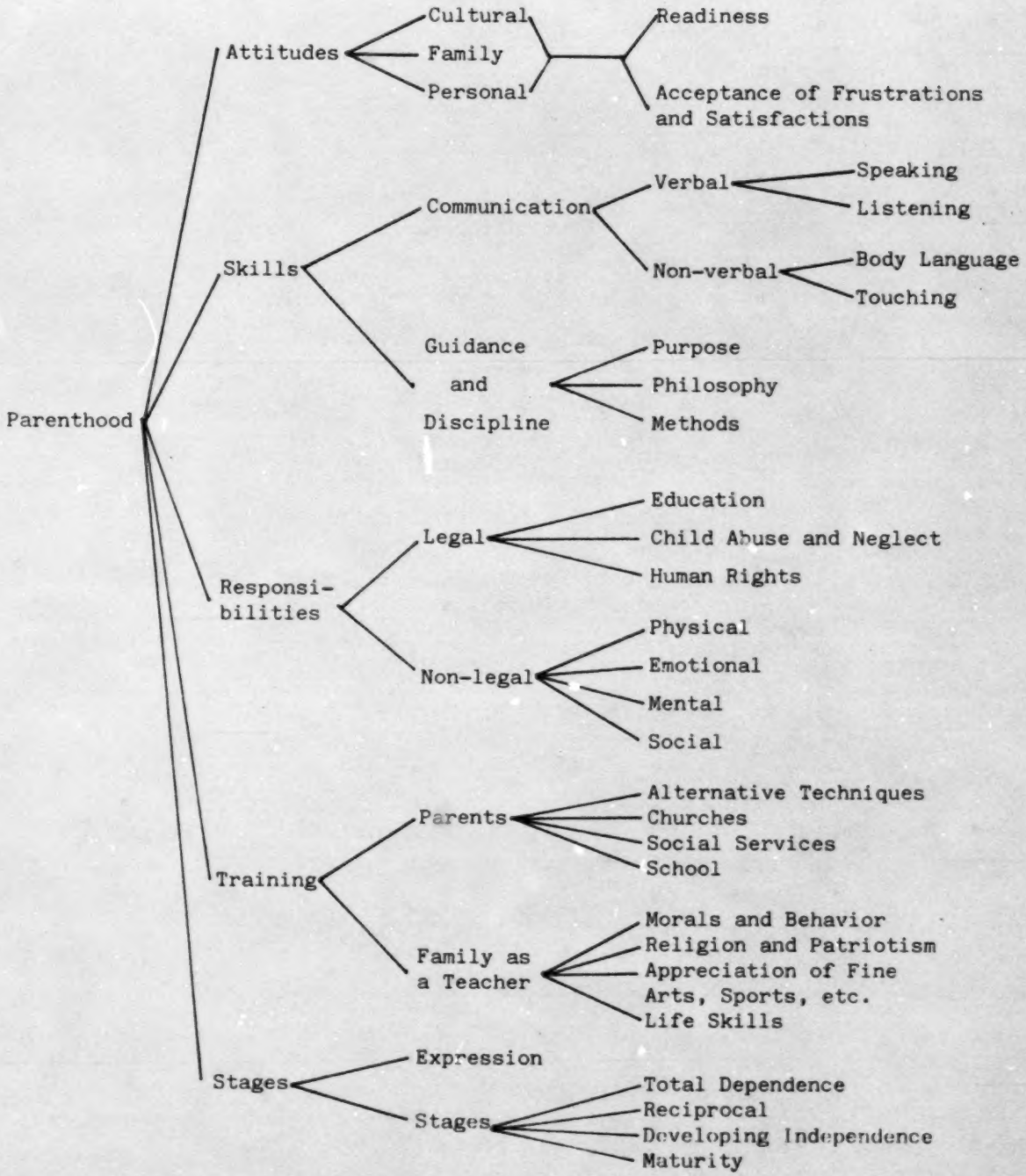
Refer to Levels I and II

Upon completion of Level III, the student should be able to:

Childbirth

1. Be aware of prenatal classes and resources.
2. Be familiar with prenatal development.
3. Recognize the need for personal adjustments during the various stages of pregnancy.
4. Be familiar with multiple births, miscarriages, and birth defects.
5. Analyze personal life style to prevent birth defects.
6. Analyze various maternity care choices.
7. Investigate the costs related to childbirth.
8. Analyze influences of preparation for childbirth on the well being of the individual.
9. Understand the three stages of labor and delivery and possible complications.
10. Investigate delivery alternatives both hospital and non-hospital.
11. Know the basic care necessary during the post-partum period.
12. Discuss the relation of good post-partum care to satisfactory adjustments after birth.
13. Recognize individual differences in adjusting to parenting.

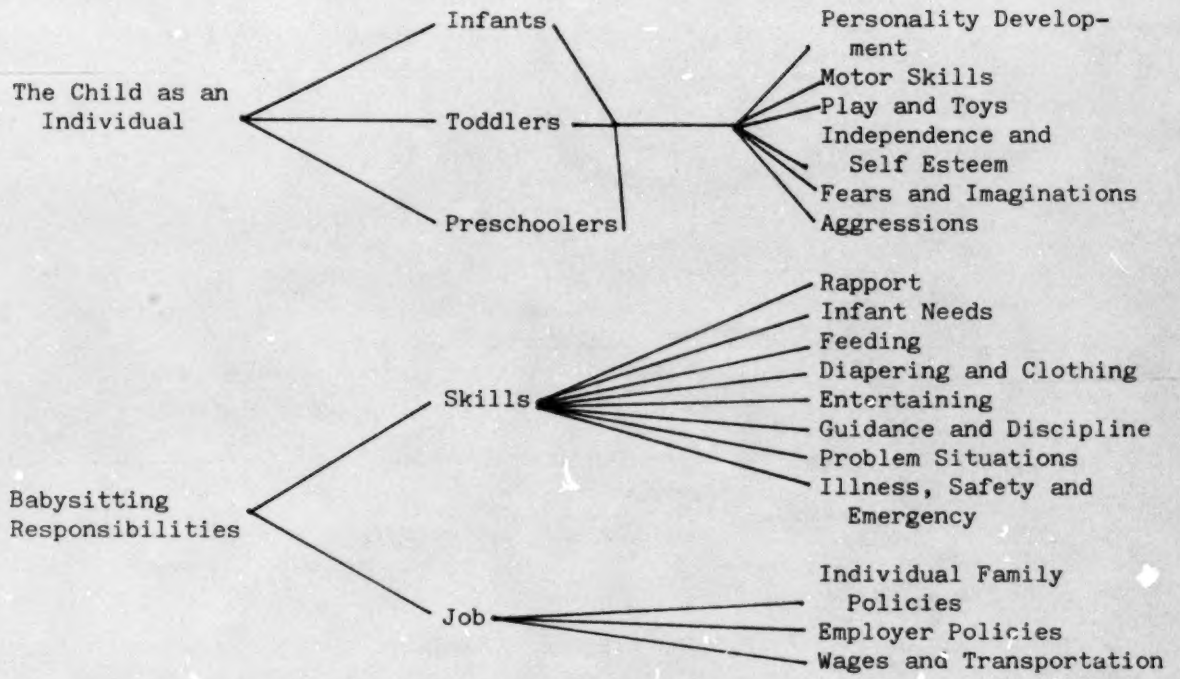
HUMAN DEVELOPMENT (PARENTING) - LEVEL III



Parenthood

14. Recognize the importance of positive attitudes for successful parenting.
15. Evaluate the cultural and family influences on personal attitudes toward parenting.
16. Develop positive attitudes for successful parenting.
17. Become familiar with communication skills to aid in parenting.
18. Determine the purpose for guidance and discipline.
19. Develop a philosophy for guidance and discipline.
20. Recognize the value of open mindedness, consistency and a unified positive approach toward guidance and disciplines.
21. Analyze various methods of guidance and discipline.
22. Develop a positive approach to communication and guidance and discipline skills.
23. Investigate legal responsibilities of parenthood.
24. Discuss mental, physical, emotional and social responsibilities in parenting.
25. Investigate agencies and services aiding in parental training.
26. Discuss family responsibilities involved in growth and development of children.
27. Appraise the importance of the family as a teacher in the growth and development of the child.
28. Analyze the importance of love to the physical, mental, social and emotional well being of a child.
29. Consider verbal and non-verbal methods of expressing love.
30. Analyze the consequences of undesirable means of expressing love.
31. Understand how guidance and discipline are expressions of love.
32. Appreciate differences of expression of love among family members.
33. Describe characteristics of the various stages of love.
34. Analyze personal level of development in relation to the stages of love.

HUMAN DEVELOPMENT (CHILD DEVELOPMENT) - LEVEL I



Upon completion of Level I, the student should be able to:

The Child as an Individual

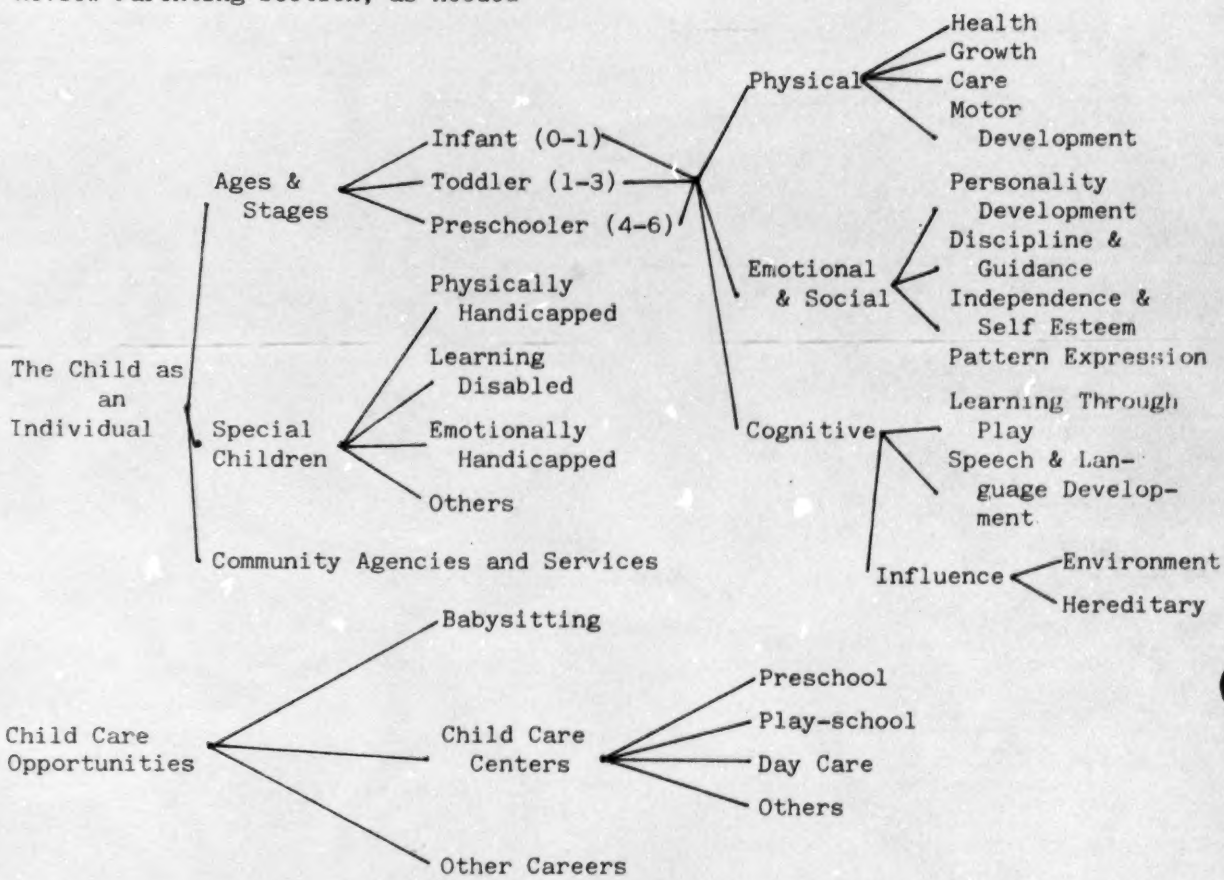
1. Accept children as individuals.
2. Recognize one's role in the development of a child's personality.
3. Recognize the patterns of motor skill development.
4. Understand play and toys as basic learning experiences.
5. Be familiar with the need for developing independence and positive self esteem.
6. Discuss imagination, fears, aggression, and possessiveness of children.

Babysitting Responsibilities

7. Recognize the need for developing skills and techniques in working with children.
8. Discuss ways of establishing rapport with children.
9. Recognize infant needs.
10. Apply techniques of feeding, diapering, clothing, etc.
11. Create appropriate techniques for entertaining children.
12. Formulate guidelines for guidance and discipline.
13. Recognize and solve behavior problems effectively.
14. Recognize safety hazards in a child's environment.
15. Recognize the signs of health, fatigue and illness.
16. Learn and apply skills to handle illness and emergencies.
17. Assess the responsibilities in babysitting.
18. Appraise the seriousness of the emergency and one's ability to deal with the situation.
19. Formulate individual and one's family's policies for babysitting.
20. Identify employer expectations of duties and responsibilities.
21. Interrelate employer expectations of duties and responsibilities with one's family policy.
22. Discuss acceptable and unacceptable babysitting behavior.

HUMAN DEVELOPMENT (CHILD DEVELOPMENT) - LEVEL II

Review Parenting Section, as needed



Upon completion of Level II, the student should be able to:

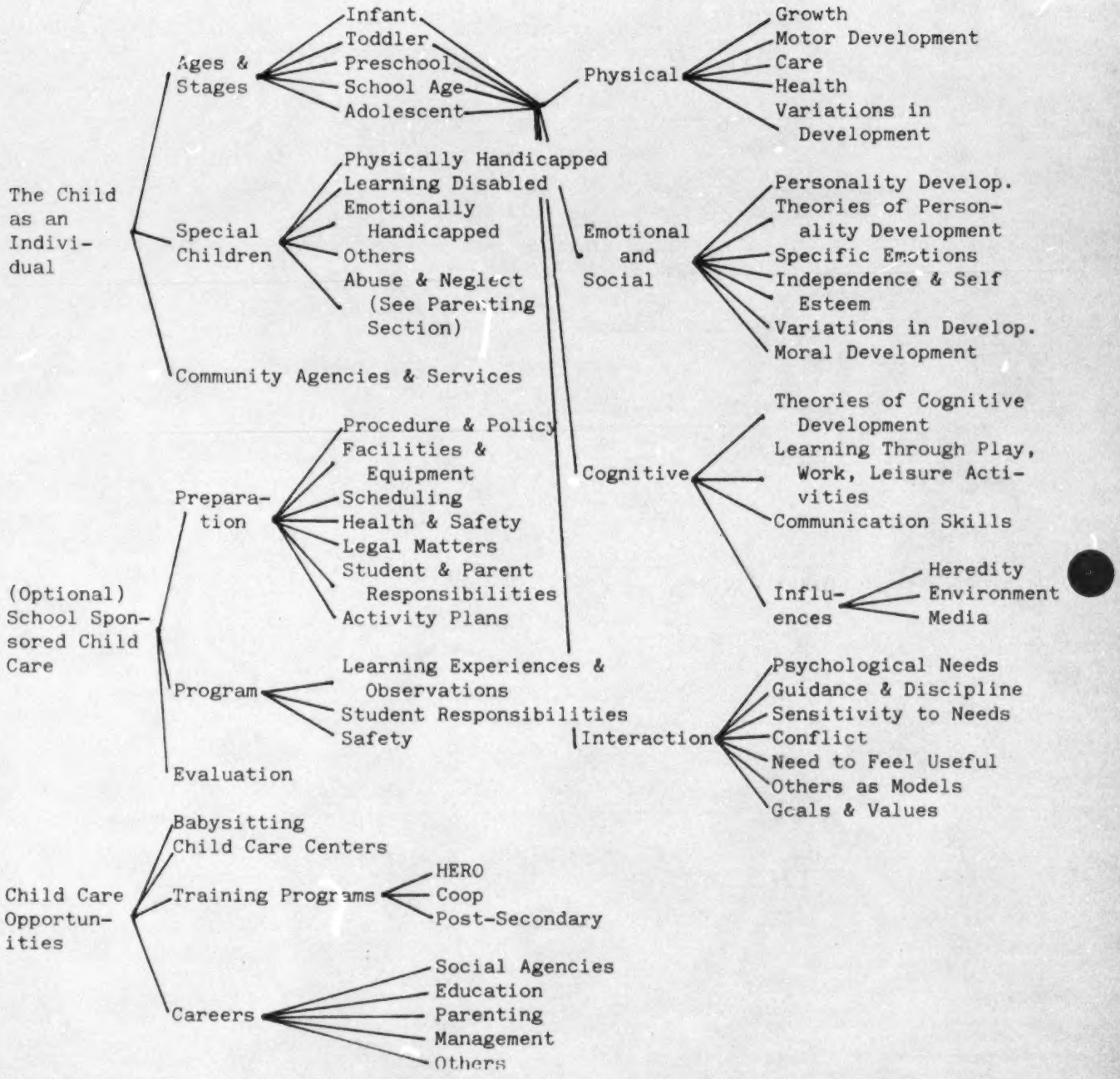
The Child as an Individual

1. Identify factors which influence personality development.
2. Analyze constructive guidance and discipline techniques.
3. Discuss methods of building self esteem and promoting independence.
4. Interpret patterns of expression in the emotional and social development of the child.
5. Discuss interrelationship of growth pattern, self esteem and behavior.
6. Discuss characteristics of physical growth and motor development.
7. Appreciate the value of good health habits and hygiene.
8. Identify ways in which play helps children develop.
9. Recognize speech and language skills as an expression of cognitive development.
10. Recognize the importance heredity and environment have on the developing child.
11. Identify child related community agencies and services.
12. Appreciate differences and special needs of children in rate and pattern of growth and development.
13. Compare care needs of the average and special child.
14. Demonstrate acceptance of a handicapped child in ways that will enhance the child's self esteem.

Child Care Opportunities

15. Identify various child care opportunities.
16. Determine qualities one needs to work with children.

HUMAN DEVELOPMENT (CHILD DEVELOPMENT) - LEVEL III



Upon completion of Level III, the student should be able to:

The Child as in Individual

1. Identify physical development in children at different ages.
2. Identify factors causing variations in the growth of children.
3. Determine ways to help children develop good health and safety habits.
4. Identify typical child emotions.
5. Discuss theories of personality development.
6. Identify the stages of social development.
7. Determine the factors that influence a child's personality development.
8. Recognize the value of personal attachments to the social development of the child.
9. Continue to appraise the child's need for developing independence and self esteem.
10. Recognize the factors involved in moral development.
11. Discuss theories of cognitive development.
12. Evaluate play, work and leisure activities as a means of learning.
13. Comprehend communication skills as an expression of cognitive development.
14. Analyze the importance heredity, environment and the media have on the developing child.
15. Realize how the child's interaction with others fulfills psychological needs.
16. Exhibit acceptable behavior for children to model.
17. Understand the necessity of children to respect the rights, needs and feelings of others.
18. Help children develop goals and values.
19. Identify the relationships of all aspect of growth and development to the child.
20. Investigate child related community agencies and services.
21. Determine specific care needed by a child with special needs.
22. Evaluate one's reactions to a handicapped child to determine whether you possess the qualities for working with them.

(Optional) School Sponsored Child Care

23. Identify the aspects of preparation for a school sponsored child care program.
24. Design appropriate activities for learning experiences.
25. Conduct an effective child care program.
26. Evaluate the effectiveness of the child care program.
27. Assess one's application of knowledge and skills in child development to the child care program.

Child Care Opportunities

28. Examine career opportunities for child care in the local area.
29. Identify competences needed to be an effective child care employee.
30. Investigate requirements and qualifications for jobs related to child care.
31. Examine various training programs for child care occupations.